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ABSTRACT

The purpose of this report is to provide information about the level of student performance in the area of writing based on results for 1998-99 from the annual on-demand writing sample of the North Carolina Writing Assessment at grades 4, 7, and 10 (English II). It notes student performance increased at grades 4 and 7 when compared to student performance in 1997-98, although there was variation in student performance in writing among schools and school districts. The first part presents results of student performance in writing for grades 4 and 7, and presents state-level summary statistics, copies of the grades 4 and 7 sample student responses, grade 4 narrative and grade 7 expository composition focused holistic score scale, and regional assessment data by LEA (local education agency) performance. The second part presents results of grade 10 student performance, and presents state-level summary statistics, copies of sample student responses, an expository composition focused holistic score scale, a conventions analytical score scale, and regional assessment data by LEA performance. Contains 48 tables and 12 figures of data; appendixes contain student report forms for grades 4 and 7, and a list of charter schools. (RS)

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North Carolina Testing Program

Report of Student Performance in Writing 1998-1999

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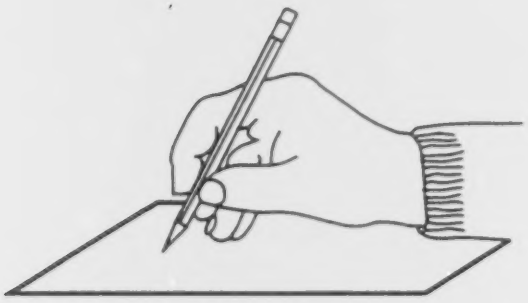

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Grades 4, 7, and 10

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Introduction

The 1998-99 Report of Student Performance in Writing provides information on student performance on the North Carolina Writing Assessment at grades 4, 7, and 10 (English II). The annual writing assessment, a component of the North Carolina Testing Program, is also a component of the ABCs Accountability Program at grades 4 and 7 (growth and performance composites) for the 1998-99 school year. Writing at grade 10 is also included in the ABCs Accountability Program beginning with the 1997-98 school year. The measurement of writing in North Carolina and its inclusion in the ABCs ensures that writing as a basic skill is emphasized in every classroom throughout each student's academic experience. Such an emphasis provides each student with a solid foundation in written communication in preparation for the competitive and global marketplace of the twenty-first century.

The writing assessment was first added to the North Carolina Testing Program in 1983-84 to place a greater emphasis on writing statewide. Initially, writing was measured in grades 6 and 9. In 1985-86, the writing assessment at grade 9 was moved to grade 8. English II, an end-of-course writing assessment that focuses on world literature other than literature from the United States and Great Britain, was added to the statewide testing program in 1991-92. In 1992-93, the annual assessment of writing was expanded again to include the measurement of narrative writing at grade 4. In response to the reorganization of public education in North Carolina and the ABCs, in 1995-96 the statewide testing program was reduced. The assessment of writing was reduced from grades 4, 6, 8, and 10 (English II) to grades 4 (narrative), 7 (descriptive or expository), and 10 (expository), the grades in which writing was assessed in North Carolina during the 1998-99 school year.

The 1998-99 Report of Student Performance in Writing provides a longitudinal, comprehensive compendium of student achievement in North Carolina in the area of writing. The report was generated using aggregate student data from North Carolina public schools, including charter schools, and provides information regarding student performance at the state level at each of the score points for grades 4, 7, and 10. In addition, state-level performance is reported by the percentages of students scoring at or above 2.5 in grades 4 and 7 and at or above 3.0 in grade 10, by gender, ethnicity, and category of exceptionality. State-level results are also reported showing how well students are able to apply standard language conventions in their writing at grades 4 and 7 using +'s and –'s and in English II using an analytical score scale (1 – 3) in the areas of sentence formation, usage, mechanics, and spelling. Also included in the report are results by LEA (stem and leaf) and charts providing the percentages of students scoring at each of the score points, the percentages of students scoring at or above 2.5 for grades 4 and 7, and the percentages of students scoring at or above 3.0 for grade 10. The specific scoring rubrics and sample student essays representing each of the focused holistic score points are also included in this report.

The purpose of this report is to provide information about the level of student performance in the area of writing based on results from the annual on-demand writing sample of the North Carolina Writing Assessment at grades 4, 7, and 10 (English II).

1998-99 Report of Student Performance in Writing

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Part I

North Carolina Writing Assessment

Grades 4 and 7

North Carolina 1998-99 Report of Student Performance in Writing Grades 4 and 7

Overview

- The North Carolina Assessment of Writing was administered statewide on March 2, 1999 to all students in grades 4 and 7. The writing assessment at grade 4 measured students' composing skills in the narrative mode while the assessment at grade 7 measured the expository mode. Student essays at both grades were scored using a four-point scale.

Findings

- Student performance in writing increased this year at grades 4 and 7 when compared to student performance in 1997-98. Although scores improved statewide at both grades, there was variation in student performance in writing among schools and school districts.

- At grade 4, approximately 55.2 percent of all students tested statewide achieved a score of 2.5 or greater (the standard) compared to 51.7 percent in 1997-98. At grade 4, the percent of students achieving 2.5 or greater increased by 3.5 percentage points. Overall, student performance in writing statewide at grade 4 has shown a substantial increase since the assessment began in 1992-93 (see Figure 1, page 13).

- At grade 7, approximately 70.3 percent of all students tested statewide achieved a score of 2.5 or greater (the standard) compared to 62.5 percent in 1997-98. At grade 7, the percent of students achieving 2.5 or greater increased by 7.8 percentage points. This is the fourth year of the writing assessment at grade 7, and this year's performance showed an increase over the three previous years (see Figure 2, page 13).

- Across both grades, higher percentages of female students than male students received the top writing scores.

- At grade 4, generally, a somewhat greater percentage of White students (61.2%) achieved a score of 2.5 or higher, followed by the percentage of Asian students (59.9%), Multi-racial students (54.7%), Other students (52.5%), American Indian students (50.6%), Hispanic students (46.8%), and Black students (43.2%).

- At grade 7, the proportion of Asian students (76.5%) receiving higher writing scores was slightly greater than the proportion of White students (76.1%). Multi-racial students (70.2%) had the next largest proportion receiving higher scores, followed by the proportions of American Indian students (62.8%), Other students (61.3%), Hispanic students (61.1%), and Black students (58.3%).

- While schools are diligently preparing students to meet more rigorous academic standards in reading, mathematics, and writing,

there are still disparities in performance among students, classrooms, and ethnic groups.

- Our continuing challenge is to emphasize and focus more on communication skills in the classroom. Whether oral, visual, or written, effective communication skills are the results of active learning and frequent use of higher level thinking skills. The State Board of Education has reaffirmed its belief that writing is a basic skill that must continue to be emphasized in every classroom by including the assessment of writing as a component of the ABCs accountability program.

- Table 1 on page 14 depicts percentages of students in the state scoring at or above the standard of 2.5 at grades 4 and 7 for the 1997, 1998, and 1999 school years. A disaggregation by ethnicity and gender is also provided.

What is the Writing Assessment?

- The annual writing assessment, a component of the North Carolina Testing Program, is a state-mandated assessment of student performance in writing at grades 4 and 7.

- The writing assessment was added to the North Carolina Testing Program in 1983-84 to place a greater emphasis on writing statewide. The revised North Carolina *Standard Course of Study (SCS)* emphasizes writing as a basic skill that can be improved with appropriate emphasis. The measurement of writing ensures that ample time and resources are allotted for its development in the classroom.

- The writing assessment measures students' skills in three different modes of writing. Students in grade 4 are asked to write a narrative composition (personal or imaginative), and students in grade 7 are asked to write either an expository (clarification or point-of-view) or descriptive composition.

How is the Writing Assessment administered?

- On the day of testing the teacher removes from a sealed envelope individual copies of a writing prompt. At each grade the writing prompt provides instructions that set forth the task. Each student has fifty minutes to write a composition in response to the prompt. Scheduled extended time may be allotted to students with special needs and students with limited language proficiency, if appropriate.

- The prompt requires students to apply their knowledge and skills in language to demonstrate their ability to communicate information in writing. In response to the prompt, students in grade 4 must write a short story from something they have experienced, read, or imagined. At grade 7, students are required to write a composition to explain/clarify a situation/position or describe a place or object.

How are scores reported?

- Each year students' scored compositions, student and classroom scores, and scoring guides are returned to all fourth and seventh grade

teachers several weeks after scoring. Teachers are encouraged to use the scoring guides along with the student essays to acquire a better understanding of the scoring criteria and to interpret scores to students and parents.

- Each year summary scores are returned to each school and school system in the state.

What is the expected standard for writing?

- The expected standard for writing at grades 4 and 7 is the mid-point score of 2.5 or above on a four-point scale. This standard represents an achievable level and quality of writing that can be reached with effective instruction.
- By achieving a score of 2.5 or above, a student has demonstrated a reasonable command of the particular mode of writing assessed.
- The score of 2.5 is the current grade level standard that is also reported as the accountability indicator.

How are the compositions scored?

- Each student composition is scored by two independent readers. Each reader assigns either a 1, 2, 3, 4, or Non-Scorable. For essays where the two scores are discrepant by a single score point, a mid-point score is assigned to the student's composition. For example, a student may receive a 2.5 as a score.

There were 96,649 fourth grade public school student papers which were scored by two readers and rescored by the scoring director if the readers differed by more than one point on the four-point scale. The agreement rate of the readers is shown below in Table 2.

Table 2
Fourth Grade Reader Agreement Status

Total Public School Papers	Perfect Agreement Percent	Adjacent Agreement Percent	Resolution Required Percent
96,649	72.8	27.1	less than 0.1

The 70 percent criterion rate for perfect agreement required by the State Board of Education was exceeded and the resolutions required were few.

There were 90,921 seventh grade public school student papers which were scored by two readers and rescored if the readers differed by more than one point on the four-point scale. The agreement rate of the readers is shown below in Table 3.

Table 3

Seventh Grade Reader Agreement Status

Total Public School Papers	Perfect Agreement Percent	Adjacent Agreement Percent	Resolution Required Percent
90,921	79.7	20.2	0.1

The 70 percent criterion rate for perfect agreement required by the State Board of Education was exceeded and the resolutions required were few.

- The assigned score point reflects each student's performance with respect to a set of predetermined criteria for each score point (focused holistic scoring). The score points define the student's command of the mode of writing required. A generic score scale follows that would go across modes and grades:
  - NS = Student response is not readable or composition is otherwise unscorable.
  - 1 = Student response exhibits a lack of command of the mode of writing.
  - 2 = Student response exhibits a weak command of the mode of writing.
  - 3 = Student response exhibits a reasonable command of the mode of writing.
  - 4 = Student response exhibits a strong command of the mode of writing.
- The quality of each composition is determined by considering the following characteristics: (1) main idea, (2) supportive details, (3) organization, and (4) coherence. A focused holistic score is assigned to each student's paper based on these characteristics.
- In general, responses that fall within the lower score-point range (1 and 2) of the score scale are those that, while they identified a main idea, failed to or just met the minimum criteria for supporting details. This is due to a loss of focus, listing of details, or a vagueness in word choice. In these cases, characteristics of organization and coherence are rarely a factor in determining a student's overall score. As a rule, only those students who elaborate such that they demonstrate facility in all or most of the four characteristics achieved higher score-point values (3 and 4).
- A second, independent score evaluates the student's performance with respect to the usage of standard English conventions (i.e., grammar, spelling, usage, and sentence formation). This score is reported as a "+" or "-". The "+" paper exhibits an acceptable level of skills in

sentence formation, usage, and mechanics; the "-" paper does not exhibit an acceptable level.

- Each year that a mode of writing is repeated, the same scoring criteria and score point scale or standards are used as were used in previous years. However, the scoring guides are tailored to fit a particular prompt and the anchor papers (i.e., papers used to exemplify score point standards) are selected to correspond to the prompt administered for a given year.

Results of the Writing Assessment at Grade 4

- Students in the fourth grade were asked to write a personal narrative composition in response to the following prompt:

  Think about a time when something happened that made you very happy. Write a story about what happened that made you very happy.

- Readers scored 96,649 public school essays for grade four. The scores show that 55.2 percent of the fourth graders wrote well enough to score at or above the standard of 2.5. This represents an increase of 3.5 percentage points from the 51.7 percent who achieved this level in 1997-98. About 5.5 percent of the fourth graders received the highest scores of 3.5 and 4.0 in comparison to 4.1 percent last year, and 3.0 percent received the lowest scores of 1.0 and 1.5 compared to 5.8 percent in 1997-98. Less than one percent (0.1) of the papers had problems which made them non-scorable.

- For conventions, 35.6 percent of fourth-graders received a double-plus (+ +) rating in comparison to 68.7 percent in 1997-98, while 32.7 percent obtained a plus-minus rating (+ −) in comparison to 22.2 percent last year. About 31.7 percent were assigned a double-minus rating (− −). In 1997-98, 9.1 percent of fourth-graders received a double-minus rating.

- *Figures 3 and 4 on pages 15 and 16 depict the distribution of narrative composition scores for grade four across the years of administration (see also Table 4, page 17).*

Performance of Subgroups at Grade 4

- **Gender.** Approximately 61.9 percent of the female students scored at or above the standard of 2.5 compared to 48.4 percent for male students.

- **Ethnicity.** About 61.2 percent of White students scored at or above 2.5 compared to 59.9 percent of the Asian students, 54.7 percent of Multi-racial students, 52.5 percent of Other students, 50.6 percent of American Indian students, 46.8 percent of Hispanic students, and 43.2 percent of Black students (see also Figure 5, page 18).

- *Table 1 on page 14 shows the percentages of students at or above the standard of 2.5 for each subgroup.*
- *Table 5 on page 19 shows the percentages of students at each score point, by Exceptionality and Limited English Proficient.*

Assessment Observations at Grade 4

- At grade 4, scores increased compared to student performance in 1997-98. Students appeared to have little problem responding to the prompt and they wrote stories that were focused on a time when they were happy. However, one weakness in students' essays that prevented them from moving into the top score points was the same seen last year. The structure of the essays dominated the content. In other words, students spent a portion of their essays explaining to the reader how they were going to tell their stories, rather than actually telling them. The reader was cued throughout as to what the students were going to say, leaving little time for the action of the story. The issue is two-fold: the structure became the content and there was very little actual narrative or action. Three other problems seen in grade 4 essays were the listing of details instead of actual elaboration; failing to make elaboration relevant or linked to the action of the story; and lapsing into pure description. Where the description could be made relevant to the action of the story, credit was given, but in some instances the description was considered irrelevant information. Whether a narrative is personal or imaginative, the student must be aware of the need for a beginning, middle, and end and then focus on the story by offering relevant supporting details. A narrative is action, and it must progress.
- At grade 4, the language conventions scores dropped significantly when compared to the previous year. It appears that when the instructional focus is placed on the development and perfection of composing skills and the development and presentation of ideas, less emphasis is placed on the appropriate use of Standard English conventions (grammar, spelling, usage, and sentence formation). When this happens students tend to achieve higher focused holistic scores but lower convention scores. It appears that a greater emphasis needs to be placed on helping students to achieve a balance when deploying skills in the area of writing.

Results of the Writing Assessment at Grade 7

- Seventh graders were asked to write a well-organized expository composition on the topic below.

  Think about your favorite day of the week. Name your favorite day of the week and explain why it is your favorite.

- The 1998-99 school year is the fourth year that the writing test has been administered in grade seven. The readers scored 90,921 seventh-grade descriptive compositions. The scores showed that 70.3 percent

of the seventh graders wrote well enough to score at or above the 2.5 standard compared to 62.5 percent who scored at this level on a descriptive composition in 1997-98. About 8.6 percent of the seventh graders scored 4.0 and 3.5 while 10.7 percent of seventh graders obtained these scores in 1997-98. About 3.7 percent scored 1.0 or 1.5 this year, and 9.8 percent received these scores in 1997-98. Less than one percent of the papers had problems which made them non-scorable.

- About 77.5 percent of seventh graders were assigned a double-plus (+ +) for their use of standard English conventions, and 93.0 percent of the students received the same rating in 1997-98. The plus-minus rating (+ −) was assigned to 15.5 percent of the papers in comparison to 4.8 percent in 1997-98. Almost 7 percent were rated with the minus-minus (− −). In 1997-98 about 2.2 percent of seventh grade students received the same rating.

- *Figures 6 and 7 on page 15 and 20 depict the distribution of grade 7 composition scores across the years of administration (see also Table 6, page 21).*

Performance of Subgroups at Grade 7

- **Gender.** Approximately 77.3 percent of the female students scored at or above the standard (2.5) compared to 63.6 percent of the males.

- **Ethnicity.** About 76.5 percent of the Asian students scored at or above the standard of 2.5 compared to 76.1 percent of the White students, 70.2 percent for Multi-racial students, 62.8 percent of the American Indian students, 61.3 percent of the Other students, 61.1 percent of the Hispanic students, and 58.3 percent of the Black students (see Figure 8, page 18).

- *Table 1 on page 14 shows the percentages of students at or above the standard of 2.5 for each subgroup.*

- *Table 5 on page 19 shows the percentages of students at each score point, by Exceptionality and Limited English Proficient.*

Assessment Observations at Grade 7

- At grade 7, scores increased compared to student performance in 1997-98. Students did not appear to have problems responding to the prompt and were able to select a day of the week, provide clear, relevant reasons for their choice, and elaborate effectively as to why the day selected was their favorite day. However, one major problem observed in the essays was the breakdown of internal organization within the paragraphs. While the essays were externally organized by paragraphs and reasons, the progression often broke down within the paragraphs leading to some ideas appearing to be unrelated. This quality often caused essays to be scored a "3" rather than a "4." Also, repetition of the introductory and concluding paragraphs often contributed to a lower score.

Assessment Observations at Grade 7 (continued)

- At grade 7, the language conventions scores dropped significantly when compared to the previous year. It appears that when the instructional focus is placed on the development and perfection of composing skills and the development and presentation of ideas, less emphasis is placed on the appropriate use of Standard English conventions (grammar, spelling, usage, and sentence formation). When this happens students tend to achieve higher focused holistic scores but lower convention scores. It appears that a greater emphasis needs to be placed on helping students to achieve a balance when deploying skills in the area of writing.

1998-99

North Carolina

Writing Assessment

Grades 4 and 7

State-Level Summary Statistics

The following charts provide state-level summary statistics. The number tested at each grade level and the percentage of students scoring at each of the focused holistic score point values are provided. Longitudinal data of performance by gender and ethnicity, the performance of students with exceptionalities, and the performance of students identified as Limited English Proficient are also provided. The percent of students achieving the accountability standard of 2.5 is provided for all categories.

Figure 1. North Carolina Testing Program
Annual Writing Assessment, 1992-93 to 1998-99
Percent of Students Scoring at or above the Standard of 2.5
Grade 4

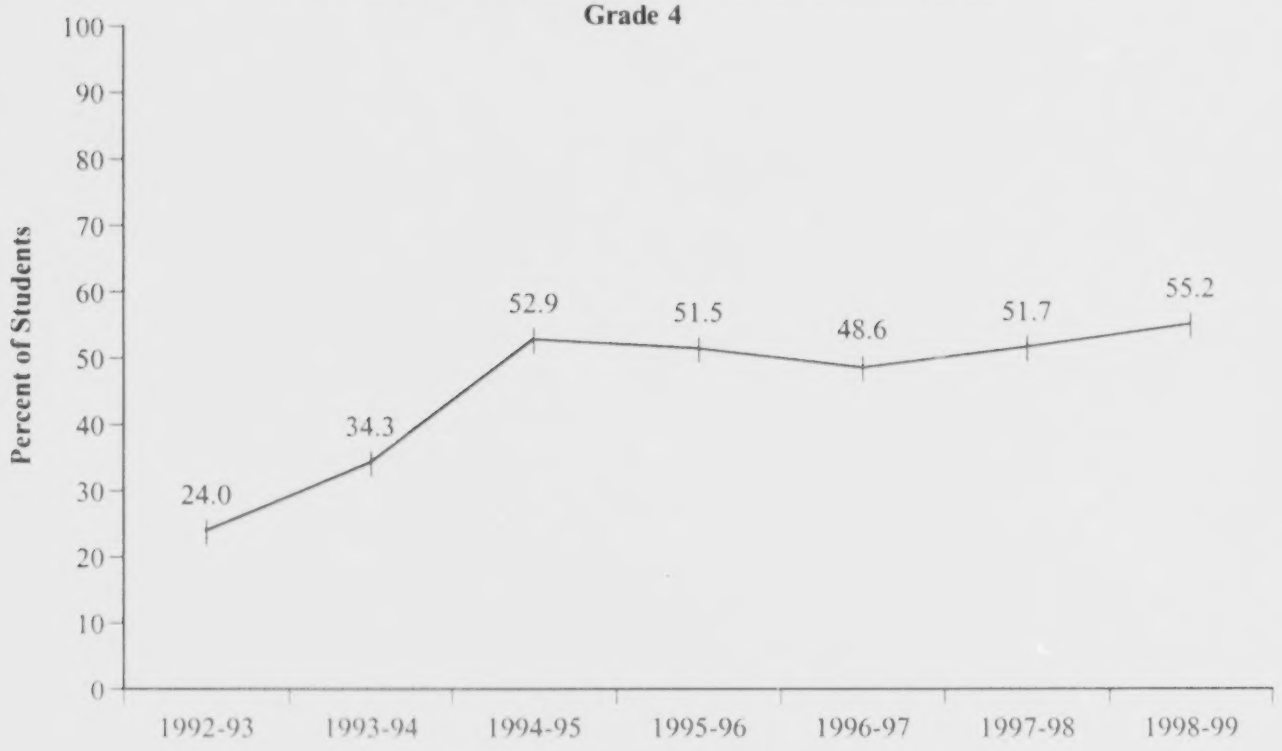

Figure 2. North Carolina Testing Program
Annual Writing Assessment, 1995-96 to 1998-99
Percent of Students Scoring at or above the Standard of 2.5
Grade 7

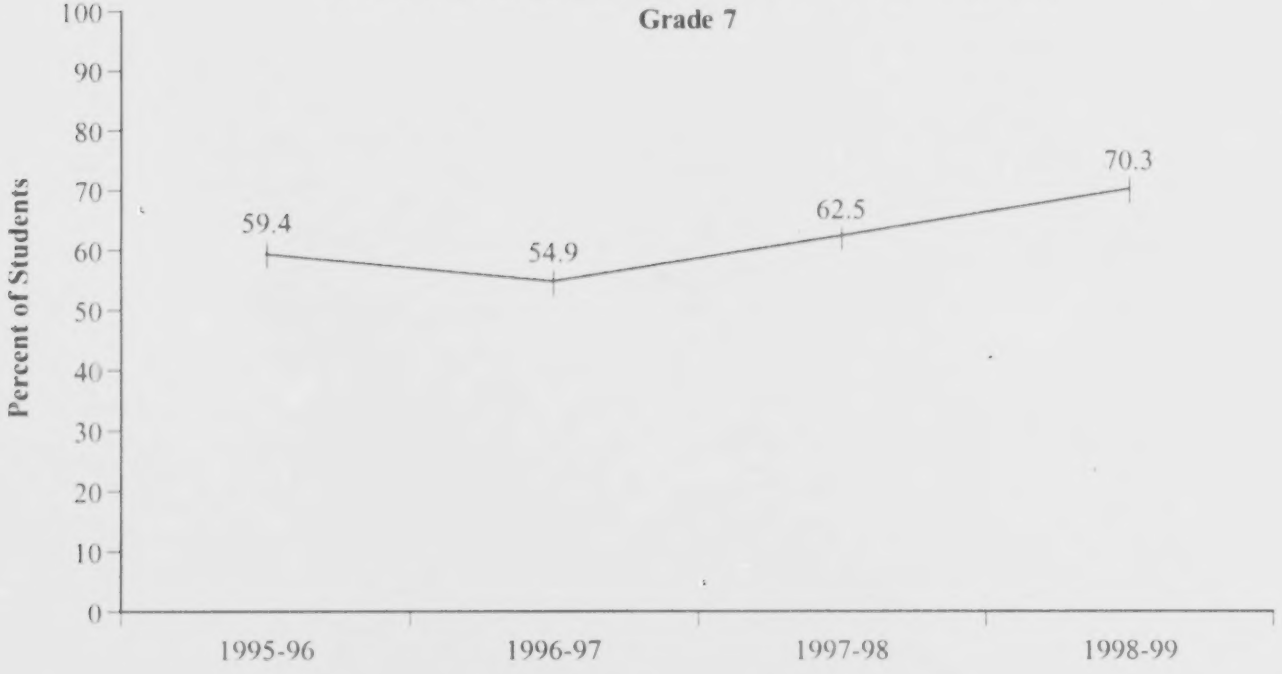

Table 1. North Carolina Testing Program
Annual Writing Assessment, 1996-97 to 1998-99
Percent of Students at or above the Standard of 2.5
Grades 4 and 7

Group	Percent of Students			Percent At or Above 2.5					
				Grade 4			Grade 7		
	1996-97	1997-98	1998-99	1996-97	1997-98	1998-99	1996-97	1997-98	1998-99
Number Tested	100.0%	100.0%	100.0%	90,638	94,386	96,649	88,422	91,332	90,921
All Students	100.0%	100.0%	100.0%	48.6%	51.7%	55.2%	54.9%	62.5%	70.3%
Gender									
Females	49.4%	49.6%	50.0%	56.3%	56.5%	61.9%	62.6%	68.0%	77.3%
Males	50.5%	50.2%	50.0%	41.1%	47.1%	48.4%	47.5%	57.3%	63.6%
Ethnicity									
American Indian	1.7%	1.5%	1.5%	41.9%	38.8%	50.6%	40.2%	47.6%	62.8%
Asian	1.3%	1.3%	1.4%	53.2%	58.9%	59.9%	58.5%	68.7%	76.5%
Black	28.6%	29.2%	29.6%	36.7%	37.8%	43.2%	39.2%	47.6%	58.3%
Hispanic	1.8%	2.3%	2.6%	39.7%	40.5%	46.8%	43.3%	53.1%	61.1%
Multi-racial	1.2%	1.2%	1.5%	51.7%	54.3%	54.7%	54.6%	64.9%	70.2%
White	64.8%	63.7%	62.9%	54.3%	58.7%	61.2%	62.4%	69.7%	76.1%
Other	0.5%	0.4%	0.5%	48.2%	51.8%	52.5%	50.1%	56.3%	61.3%

Notes:

- For 1996-97 through 1998-99 data, the Accountability Standard formula is the percent of students scoring at or above 2.5 (i.e., the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested).
- Due to rounding, some categories may not sum to 100%.
- Percent of students is based on the number of students in fourth grade. Percentages at grade seven are similar.

Figure 3. North Carolina Testing Program
Annual Writing Assessment, 1992-93 to 1998-99
Distribution of Narrative Writing Scores
Grade 4

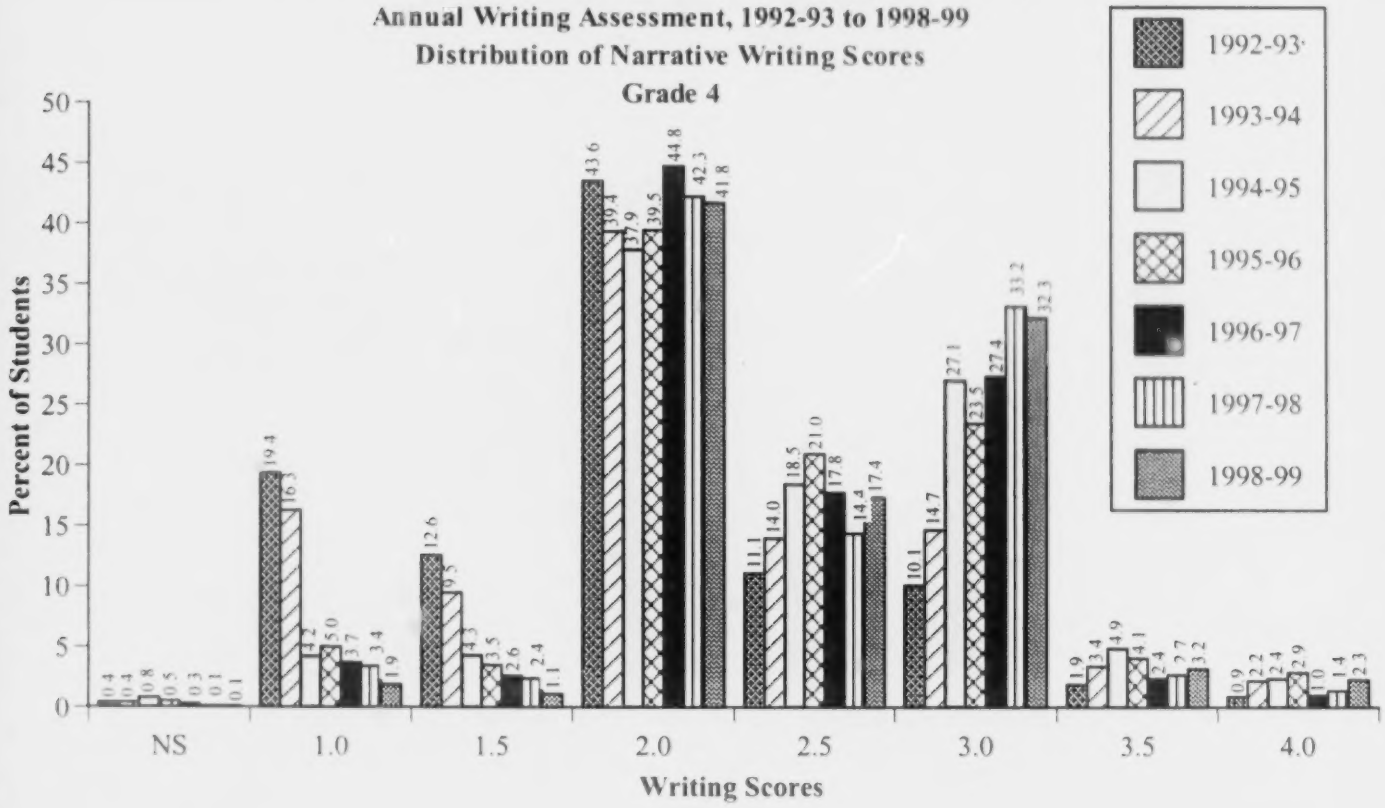

Figure 6. North Carolina Testing Program
Annual Writing Assessment, 1995-96 to 1998-99
Distribution of Writing Scores
Grade 7

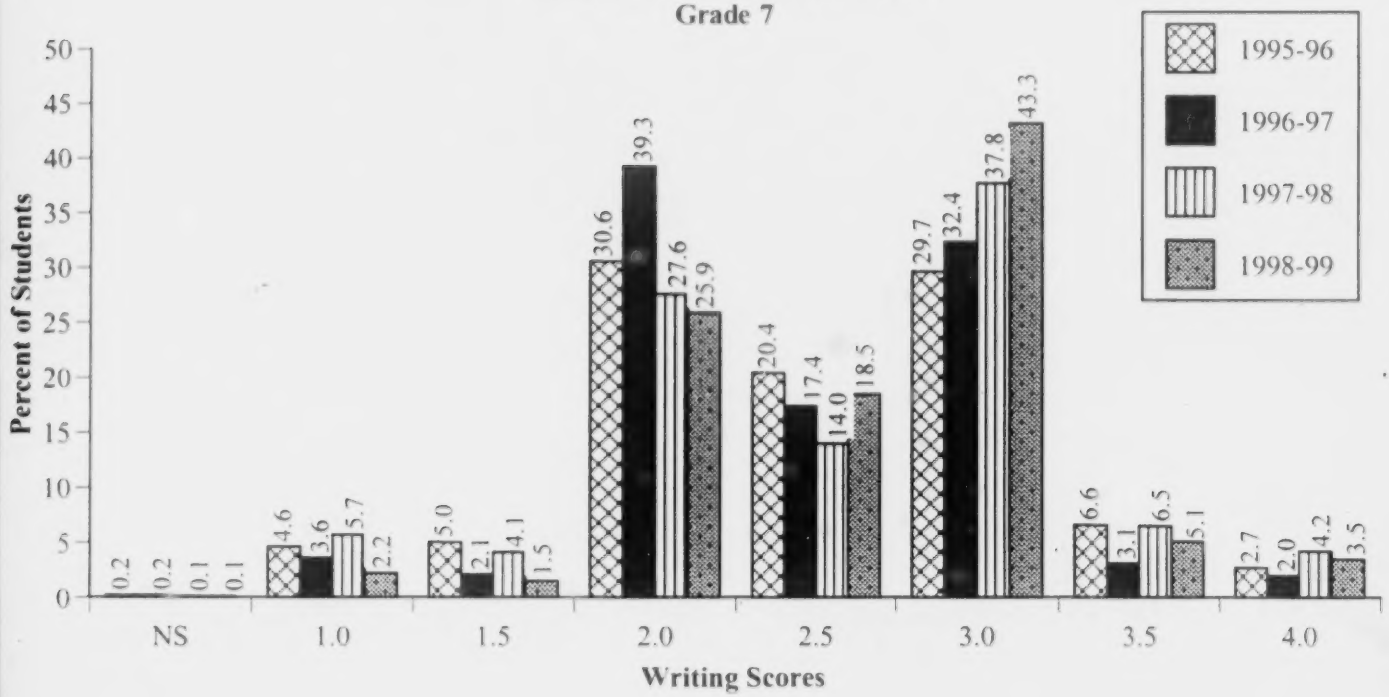

Figure 4. North Carolina Testing Program
Annual Writing Assessment, 1992-93 to 1998-99
Distribution of Narrative Writing Scores
Grade 4

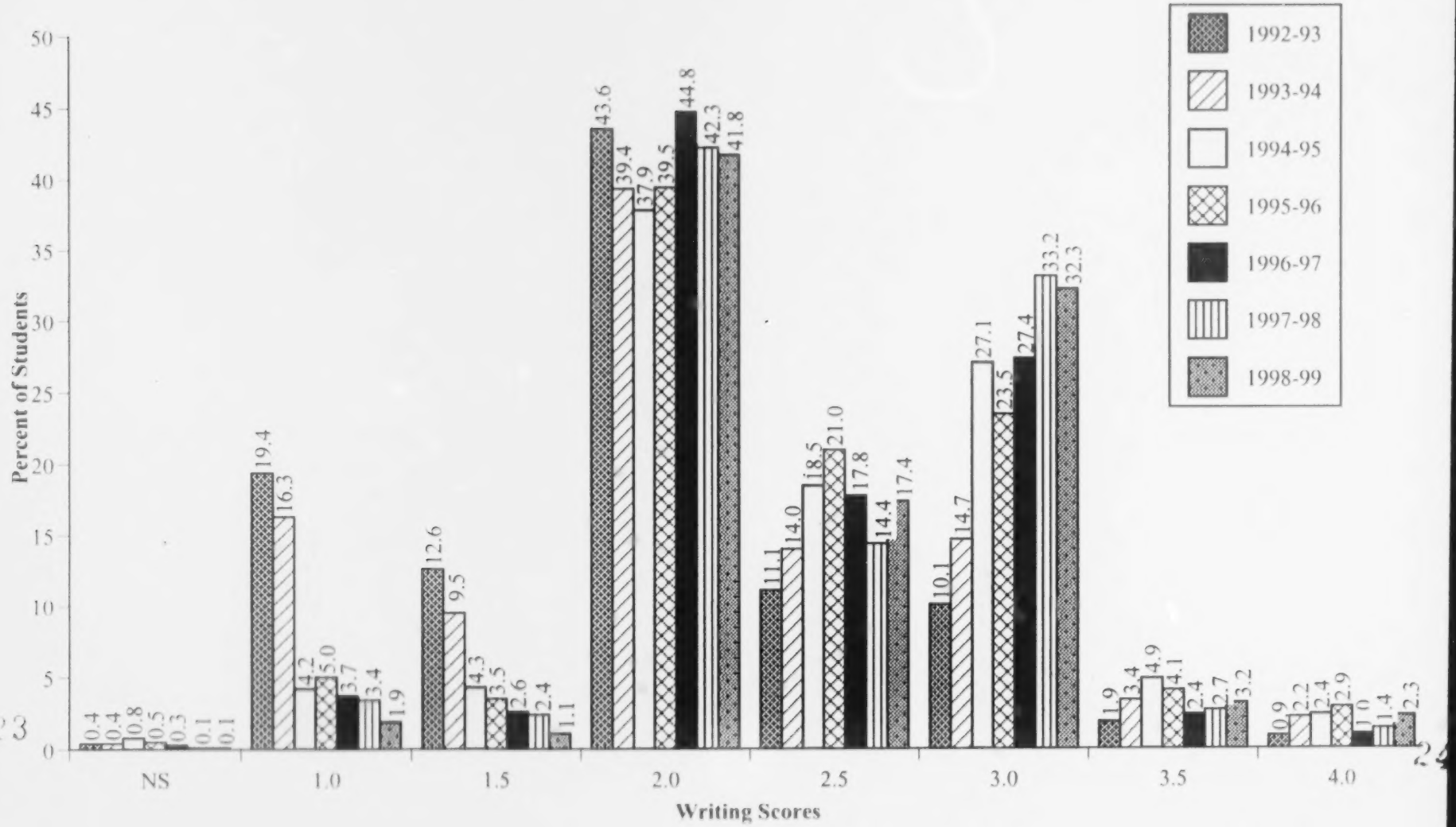

Figure 7. North Carolina Testing Program
Annual Writing Assessment, 1995-96 to 1998-99
Distribution of Writing Scores
Grade 7

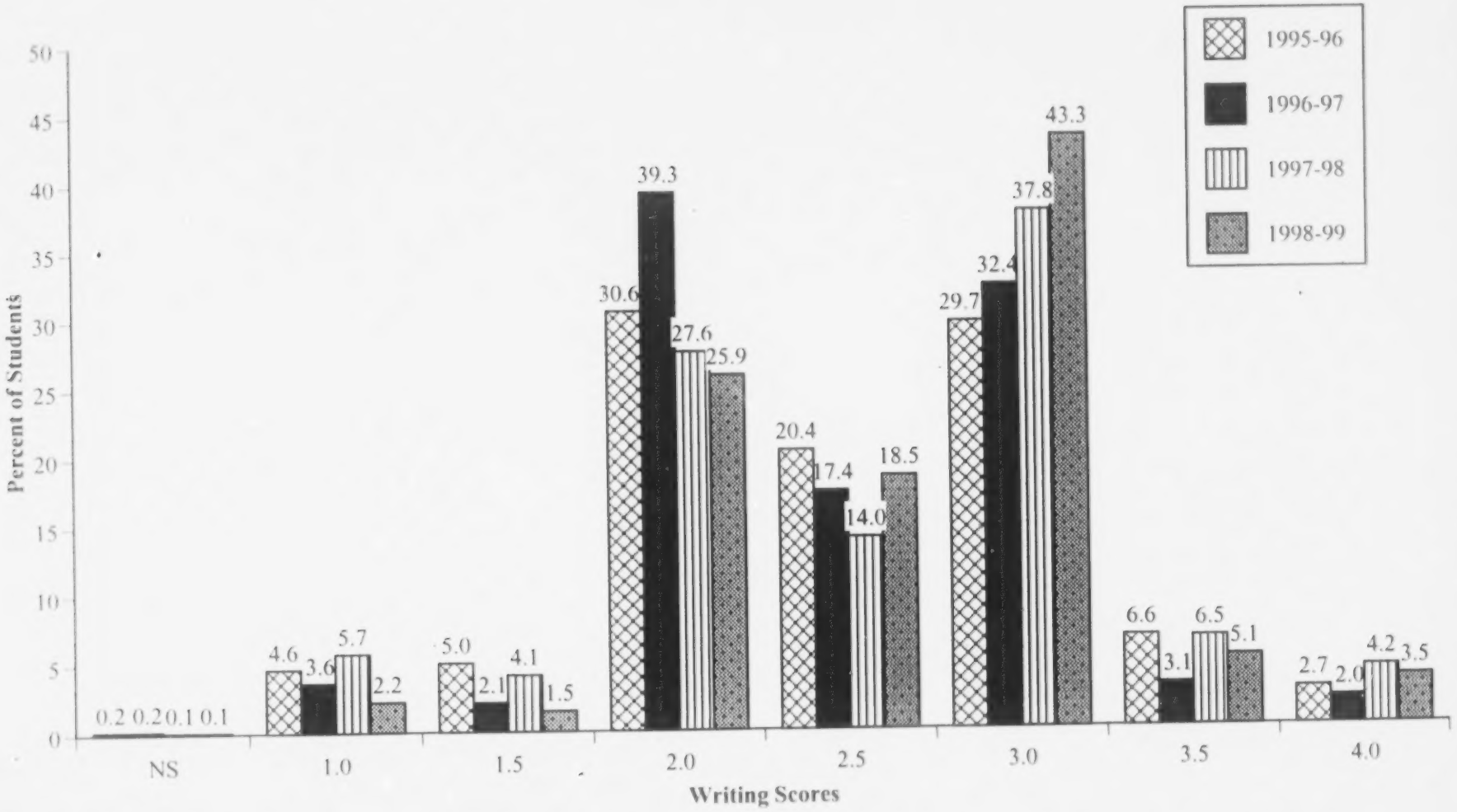

Table 4. North Carolina Testing Program
Annual Writing Assessment, 1992-93 to 1998-99
Distribution of Narrative Writing Scores Across Years
Grade 4

GRADE 4-Narrative Composition	NUMBER TESTED	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							
		4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS
		N	N	N	N	N	N	N	N
1992-93	84,686	0.9	1.9	10.1	11.1	43.6	12.6	19.4	0.4
		790	1,643	8,566	9,363	36,925	10,672	16,420	307
1993-94	84,982	2.2	3.4	14.7	14.0	39.4	9.5	16.3	0.4
		1,877	2,904	12,532	11,900	33,520	8,090	13,860	299
1994-95	87,339	2.4	4.9	27.1	18.5	37.9	4.3	4.2	0.8
		2,128	4,239	23,700	16,165	33,062	3,731	3,647	667
1995-96	88,415	2.9	4.1	23.5	21.0	39.5	3.5	5.0	0.5
		2,562	3,669	20,743	18,563	34,898	3,086	4,420	474
1996-97	90,638	1.0	2.4	27.4	17.8	44.8	2.6	3.7	0.3
		927	2,145	24,836	16,158	40,610	2,335	3,322	305
1997-98	94,386	1.4	2.7	33.2	14.4	42.3	2.4	3.4	0.1
		1,327	2,530	31,357	13,622	39,933	2,310	3,236	78
1998-99	96,649	2.3	3.2	32.3	17.4	41.8	1.1	1.9	0.1
		2,207	3,101	31,246	16,774	40,353	1,035	1,809	124

Table 6. North Carolina Testing Program
Annual Writing Assessment, 1995-96 to 1998-99
Distribution of Writing Scores Across Years
Grade 7

GRADE 7	NUMBER TESTED	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							
		4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS
		N	N	N	N	N	N	N	N
1995-96	87,027	2.7	6.6	29.7	20.4	30.6	5.0	4.6	0.2
		2,385	5,778	25,865	17,787	26,660	4,344	4,042	211
1996-97	88,422	2.0	3.1	32.4	17.4	39.3	2.1	3.6	0.2
		1,738	2,745	28,651	15,389	34,706	1,868	3,145	180
1997-98	91,332	4.2	6.5	37.8	14.0	27.6	4.1	5.7	0.1
		3,836	5,944	34,542	12,788	25,182	3,768	5,190	82
1998-99	90,921	3.5	5.1	43.3	18.5	25.9	1.5	2.2	0.1
		3,138	4,623	39,395	16,793	23,537	1,351	2,028	56

Figure 5. North Carolina Testing Program
Annual Writing Assessment, 1997-98 to 1998-99
Percent of Students Scoring at or above the Standard of 2.5
Grade 4 by Ethnicity

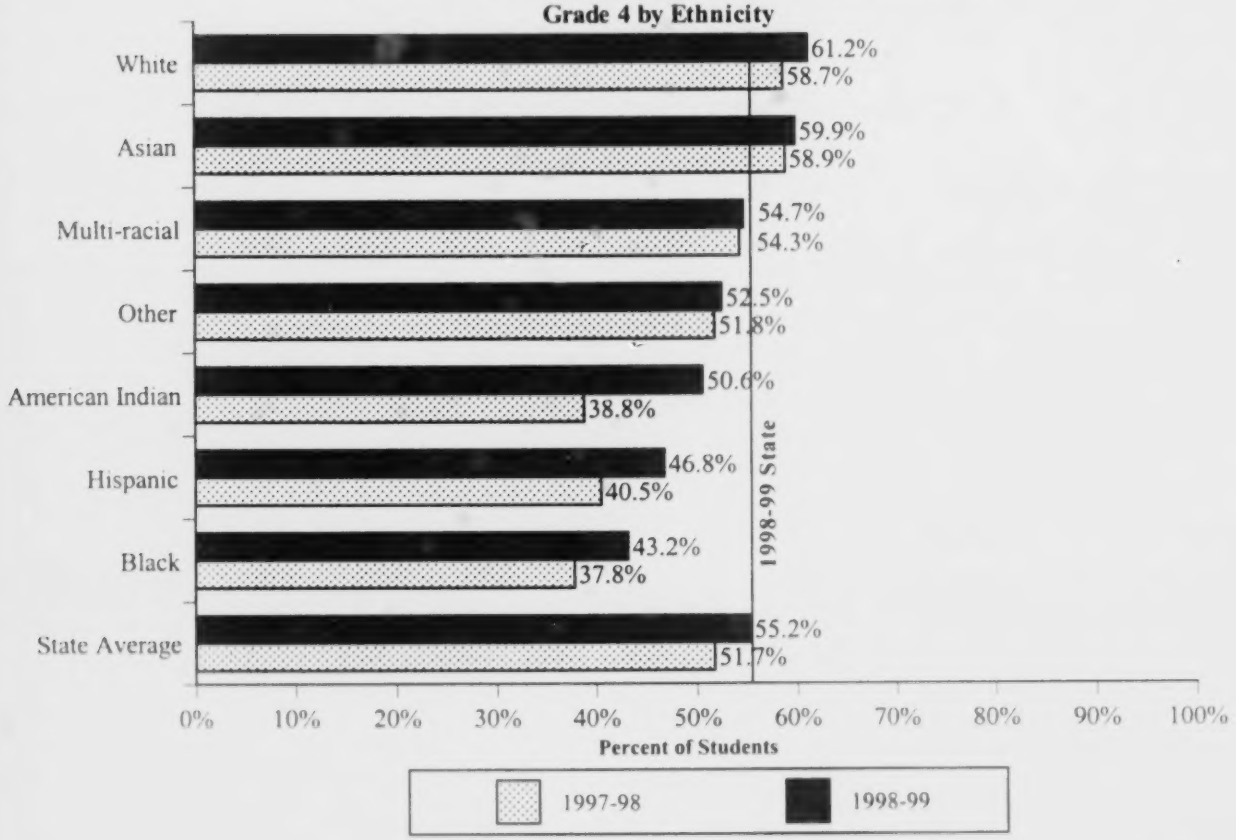

Figure 8. North Carolina Testing Program
Annual Writing Assessment, 1997-98 to 1998-99
Percent of Students Scoring at or above the Standard of 2.5
Grade 7 by Ethnicity

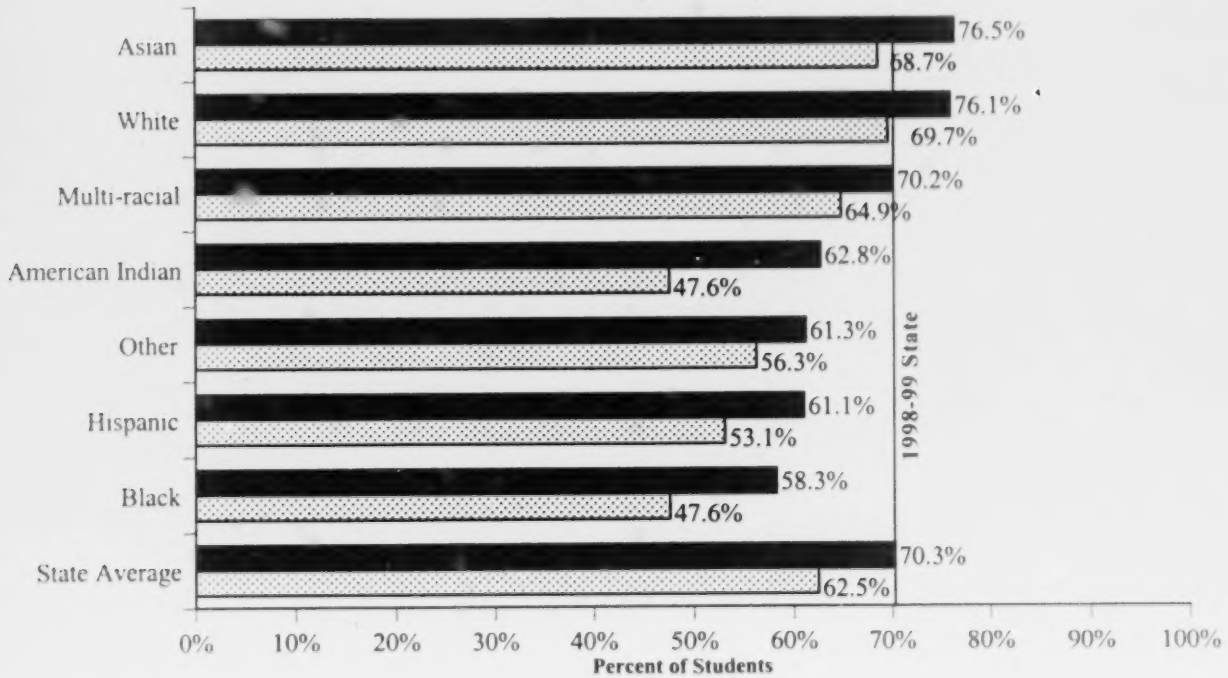

Table 5. North Carolina Testing Program
Annual Writing Assessment, 1998-99
State Scores by Exceptionality and Limited English Proficient

GRADE 4	NUMBER TESTED	PERCENT[1]	PERCENT AT OR ABOVE 2.5	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE								CONVENTION SCORES		
				4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+-	--
All Students	**96,649**	**100.0**	**55.2**	**2.3**	**3.2**	**32.3**	**17.4**	**41.8**	**1.1**	**1.9**	**0.1**	**35.6**	**32.7**	**31.7**
Not Exceptional	72,373	75.6	54.0	1.4	2.5	31.5	18.6	43.8	0.9	1.2	0.1	32.2	35.2	32.6
Academically Gifted	12,716	13.3	83.7	8.8	9.1	50.9	14.9	16.0	0.2	0.1	0.0	67.2	26.1	6.8
Students with Disabilities	10,582	11.1												
Behaviorally-Emotionally Handicapped	711	0.7	17.0	0.3	0.3	9.0	7.5	58.8	4.5	19.0	0.7	17.2	21.1	61.7
Hearing Impaired	111	0.1	39.6	0.9	0.9	15.3	22.5	45.0	3.6	11.7	0.0	30.6	27.9	41.4
Educable Mentally Handicapped	560	0.6	13.4	0.5	0.4	4.8	7.7	59.8	7.0	18.6	1.3	19.3	19.6	61.1
Specific Learning Disabled	6,433	6.7	29.8	0.9	1.2	16.0	11.7	59.4	3.1	7.4	0.3	21.1	21.7	57.2
Speech-Language Impaired	1,420	1.5	38.9	0.7	1.4	21.0	15.8	54.6	2.7	3.6	0.2	20.6	33.8	45.6
Visually Impaired	45	0.0	42.2	2.2	4.4	17.8	17.8	44.4	4.4	6.7	2.2	31.1	22.2	46.7
Other Health Impaired	1,061	1.1	31.4	0.7	1.4	17.4	11.9	55.3	2.9	10.0	0.4	26.0	26.7	47.3
Orthopedically Impaired	57	0.1	35.1	0.0	0.0	15.8	19.3	54.4	3.5	5.3	1.8	38.6	28.1	33.3
Traumatic Brain Impaired	24	0.0	*	*	*	*	*	*	*	*	*	*	*	*
Other Exceptional Classifications	160	0.2	35.0	1.3	1.3	19.4	13.1	49.4	2.5	10.6	2.5	30.0	25.0	45.0
Limited English Proficient	1,191	1.2	34.8	0.3	1.1	17.5	16.0	57.8	1.9	5.0	0.5	15.1	30.3	54.6

GRADE 7

All Students	**90,921**	**100.0**	**70.3**	**3.5**	**5.1**	**43.3**	**18.5**	**25.9**	**1.5**	**2.2**	**0.1**	**77.5**	**15.5**	**7.0**
Not Exceptional	67,280	74.5	71.2	2.3	4.3	44.2	20.4	26.6	1.1	1.1	0.0	78.4	15.9	5.7
Academically Gifted	13,253	14.7	92.6	11.8	12.4	56.8	11.7	7.2	0.1	0.1	0.0	95.9	3.7	0.4
Students with Disabilities	9,757	10.8												
Behaviorally-Emotionally Handicapped	941	1.0	21.7	0.3	0.2	12.2	8.9	45.3	7.8	24.9	0.4	49.4	29.3	21.3
Hearing Impaired	111	0.1	54.1	2.7	0.9	27.9	22.5	31.5	4.5	7.2	2.7	59.5	26.1	14.4
Educable Mentally Handicapped	890	1.0	10.8	0.0	0.0	4.7	6.1	49.1	11.9	27.5	0.7	28.1	27.8	44.2
Specific Learning Disabled	6,336	7.0	38.2	0.4	1.0	21.0	15.8	46.3	5.2	10.0	0.2	46.7	28.9	24.5
Speech-Language Impaired	262	0.3	46.9	0.8	1.5	26.7	17.9	42.7	3.8	6.5	0.0	58.4	29.4	12.2
Visually Impaired	35	0.0	60.0	0.0	2.9	42.9	14.3	28.6	2.9	8.6	0.0	62.9	28.6	8.6
Other Health Impaired	990	1.1	39.5	1.0	1.6	22.6	14.2	44.5	3.2	12.2	0.5	57.1	26.1	16.9
Orthopedically Impaired	40	0.0	62.5	5.0	5.0	32.5	20.0	25.0	2.5	10.0	0.0	60.0	27.5	12.5
Traumatic Brain Impaired	21	0.0	*	*	*	*	*	*	*	*	*	*	*	*
Other Exceptional Classifications	131	0.1	41.2	0.0	0.8	23.7	16.8	36.6	10.7	10.7	0.8	49.6	28.2	22.1
Limited English Proficient	773	0.9	41.1	0.5	1.0	20.3	19.3	40.9	8.0	9.7	0.3	37.0	26.6	36.4

Notes: *No scores are reported for groups with fewer than thirty students.

[1]Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" is based on the number tested in the "All Students" category.

The exceptional categories may not sum to "All Students" because some students did not indicate whether or not they were classified exceptional.

1998-99

North Carolina

Writing Assessment

Grades 4 and 7

Copies of the Grades 4 and 7 Sample Student Responses

The following pages provide copies of sample student responses from grades 4 and 7. The score point for each response and an annotation explaining the score are provided on each composition.

Grade 4 Narrative Composition Focused Holistic Score Scale

Score Point 4 - The response exhibits a strong command of narrative writing. The response is focused and has an effective sequencing of events and a clear progression of ideas. The writer provides specific, relevant details to support ideas. The composition is unified and well elaborated. The writer's organization provides a clear strategy or controlled plan; the composition progresses logically and has a sense of overall completeness.

Score Point 3 - The response exhibits a reasonable command of narrative writing. The response is focused and establishes progression of ideas and events although minor lapses in focus and progression may be present. The composition contains elaboration and support in the form of specific details. The composition may have minor weaknesses in coherence. The writer's organization provides a reasonable sense of logical progression and overall completeness.

Score Point 2 - The response exhibits a weak command of narrative writing. The response exhibits some progression of ideas and events and provides some elaboration and support. The elaboration is relevant but may be flawed. The composition may not be evenly elaborated, having a list-like quality with concrete supporting details. The composition may have little connection between a controlling idea and supporting details relevant to development.

Score Point 1 - The response exhibits a lack of command of narrative writing. There is evidence that the writer has read the prompt and attempted to respond to it. The writer may attempt to support ideas, but there may be no sense of strategy or control, or the writer may exhibit skeletal control but the response is too sparse to be scored higher than a "1." The response may not sustain focus on the topic, may lack clarity, and/or may have an inappropriate strategy.

NS - This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatement of the prompt, and responses that are off topic or incoherent. The Scoring Director must give permission for the use of "NS."

Write the final copy of your story here.

The thing that makes me happy is my Uncil. he spend alot of time with me. And sometime he take me to alot of places. He bring me stuff whenever he comes. He got me a dog once. And sometime we play beasketball, baseball, football and play my niontdo. We like play Street Fighter the best because we can beat each other.

Score Point 1:

The response exhibits a lack of command of narrative writing. The writer has seen the prompt and attempted to respond ("... thing that makes me happy is ..."). However, the ideas and events are presented in random fashion with no narrative strategy. In addition, the response is too sparse to be scored higher than a "1."

Write the final copy of your story here.

On Friday the nineteenth at 7:00pm My Mom Came from Tennessee. She brought her dog Kayla with her. Kayla had goldish brown fur and brown eyes. Mom and I watched T.V. till 12:00 at night. The next day I went out side and played with Kayla. When it was lunch time I had to go in. When I got in Kayla started to Cry so my Mom had to go and give her food. Then after about 2 hours We ate dinner, we had Steak and macaroni. After that about 3 hours past and we had to go to bed. On Sunday my Mom left at 4:00 Am and it was hard to say good-bye to her because I spent a whole weekend with her.

Score Point 2:

The response exhibits a weak command of narrative writing. The response exhibits some progression of ideas and events ("... The next day ... When I got in ... after about 2 hours ... After that ..."), but the events are presented in a list-like fashion. Supporting details are not always relevant and selective and do not contribute to the narrative strategy ("... goldish brown fur and brown eyes ...we had steak and macaroni.").

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Write the final copy of your story here.

One day I was looking through a magazine that is called Country Weekly. It is a magazine that tells about Country Music stars. I saw Reba McEntire's Fan Club address! I told my Mama about it. I told her, that I would like to enter the Fan Club. She said, "Since you love Reba so much well I guess you can." So one day we sent the money off which was 12 dollars so I could be a member of Reba's fan Club. We could not send the money off on Sunday cause the mail don't come on Sundays. Every single day at 12:00 a.m. I would run to the Mailbox and see if I got my stuff back from the fan Club. But it was never out there. 1 week later I got it in the mail! I was so exicted about it. When I opened the package I saw a bunch of stuff! The package contained 1 audographed picture of Reba, and it also included a membership certificate, a Membership Card, and a little book called 'The Reba Review.' When I saw all of this I was so, so happy I felt like doing a 100 backflips. My Mom was so happy for me too. I just had to take all of this Stuff to School and Show this to My friends and My teachers. A Couple days later I took it to School. I Showed it to my friends they were not Surprized because they new I loved Reba alot. I Showed it to my teacher Mrs. ____ and she liked it a lot. She told me to Show it to her helper Mrs. ____. Mrs. ____ thought it was very, very neat because her first name was also Reba. After lunch I Showed it to Mrs. ____ My Math teacher She Said,

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"You love Reba a lot don't you?" I said, "yes I do like her very much." When our reading teacher Mrs. ... came in Mrs. ..... Classroom I also showed it to her. I just had to show it to her because she also likes Reba McEntire. At 2:30 p.m. the bell rang for us to get out of school. On my way home I told my Mama, "Thank you for letting me enter the fan Club." And I'll never forget that day when I opened the package from Reba McEntire's fan Club.

Score Point 3:

This response exhibits a reasonable command of narrative writing. The response is focused on joining Reba McEntire's Fan Club and establishes a progression of events ("One day I was looking . . . So one day . . . When I opened the package . . . When I saw all of this . . . A couple of days later . . . After lunch . . . On my way home . . ."). The response has a clear and engaging beginning with a weak and rather list-like ending, nevertheless, giving it a reasonable sense of overall completeness. Supportive details are present and relevant to the main idea.

Write the final copy of your story here. So Happy!

One Christmas morning I awakened I was in my mom and dad's bed with them. I was just getting ready to get out of bed when my older sister, Sharon, came storming into the room. She had woken up before me so I thought she had gone downstairs. She was jumping up and down and looked really exited.

"What is it?" I asked her.

"You are so lukys!" she exclaimed.

"Why?" I said.

"Come downstairs with me," she told me.

I got out of bed. I went downstairs with her wondering what it was. We went into the den where our presents were. We both had a big stack of presents. I looked in my stack from Santa Claus. There, next to all of the other presents was a cage with a medium sized animal in it. It was a guinea pig! This is great! I though. I bent down on my knees. It was a long white haired guinea pig.

A few minutes later my parents came down. I ran over to them.

"Mom, dad come look at what I got!" I said cheerfully.

They came into the den. I showed

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them the guinea pig. I could see they were real happy. My parents said that I should think of a name for him. So I thought and thought but I couldn't think one. While I was thinking my mom made some breakfast. We ate our breakfast and then I thought of a name.

"Snowy," I said. "Snowy will be his name."

They all thought it was a good name. So then we opened the rest of the present and we ate some of our candy. This is the best Christmas ever, I thought. That was because I was "So Happy!"

Score Point 4:

The response exhibits a strong command of narrative writing. The response is focused on the Christmas present of the guinea pig with a logical sequencing of events ("One Christmas morning . . . I got out of bed . . . A few minutes later . . . While I was thinking . . . So then we opened the rest . . .") that is furthered by the effective use of dialogue. The composition is unified, controlled, and specific. Relevant details are used to support ideas.

Grade 7 Expository Composition Focused Holistic Score Scale

Score Point 4 - The response exhibits a strong command of expository writing. The writer has focused on the subject matter and has provided specific, relevant reasons and details to support reasons as a means of elaboration. The writer's organization provides a clear strategy or controlled plan with a clear sense of logical progression and overall completeness. The composition is coherent.

Score Point 3 - The response exhibits a reasonable command of expository writing. The writer has focused on the subject matter and given reasons to support the main idea. Some responses contain a few well-elaborated reasons or more reasons with less elaboration. The writer's organization provides a reasonable sense of logical progression. The response is generally coherent and complete overall, although minor weaknesses are present.

Score Point 2 - The response exhibits a weak command of expository writing. The writer has focused on the subject matter and given at least one or two reasons or else a list of reasons with little or no elaboration. These responses may be poorly organized and may not establish a logical progression, but some sense of strategy exists. Some responses introduce reasons and ideas which are not explained or related to the subject matter, causing the reader to have to make inferences.

Score Point 1 - The response exhibits a lack of command of expository writing. There is evidence that the writer has seen and attempted to respond to the prompt. However, the response may not sustain focus on the topic. The writer may attempt to support ideas, but there may be no sense of strategy or control. Many responses exhibit skeletal control but may be too sparse to be scored higher than a "1."

NS - This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompt, and responses that are off topic or incoherent. The Scoring Director must give permission for the use of "NS."

Write the final copy of your paper here.

My favorite day of the week is Friday, because it's the last day of the week and it's clost the weekend. I like it cause children can stay out longer with their friends and don't have to worre about go to school the next day. There's stuff you can't do durning the week some people can play their games or some can watch t.v. On fridays you can sleep over a friend or family's house.

On friday you can go to the skitting ring with friends or the movie, on other kids can stay up letter and tosh on the phone letter then your usual tims.

Score Point 1:

The writer identifies a favorite day (Friday) and has given a few bare reasons with little or no elaboration. There is no sense of strategy or control.

Write the final copy of your paper here.

Friday is my favorite day because it is the last day of the week. Also we don't have to go to school the next day. Then I can over sleep and stay sleep all day. I don't hardly have home work on the weekend.

My next reason is that I get to spend my whole week end in kentwood. Also all my friends live in ken wood and they even have a taco bell on the corner. Me and my friends play games all night or just ride our bikes all night.

My last reason is I get to stay up all night and do what ever, but usually I just watch t.v. and eat alot of snacks Then sometimes I just let my friends come in and we watch t.v. together. Sometime I will go over one of their house. That's why my favorite day is Friday.

Score Point 2:

The writer identifies a favorite day of the week (Friday). The response provides a list of reasons with some elaboration for each. A sense of strategy exists, with a beginning, middle, and end to the paper. Various reasons are presented in separate paragraphs.

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Write the final copy of your paper here.

Of all the days of the week, Saturday is my favorite. Supporting this, there is no school, I get to go on small trips and it is a day to have fun.

First of all, we have no school on saturday. Us kids don't have homework and we don't have to worry about getting it in. We won't have to panic trying to find it. Another reason is that you don't have to act up early and hurry out the house. Instead of getting up at 5 AM during the week, I get up at 2 PM on Saturday! Finally, you don't have a bedtime. You can go to bed at anytime and look at late television shows.

Furthermore, our family usually go on small trips. I like them because you learn things. On our trip this past Saturday we learned that Fayetteville was near Smithfield so, next weekend we are going to Fayetteville. Secondly, I explore and find out a little more about something I didn't know before. I also want to go on more and more!

My third and final reason is that it is a day to have fun. On Saturday, you can go out with friends. You could with

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them to the mall, skating ranch etc. Next, it is a day to relax, get things off your mind and release all your feelings. Therefore, you don't have any stress, that is also good for your health.

Overall, Saturday is a day to relax and feel good about yourself.

Score Point 3:

The writer identifies a favorite day of the week (Saturday). The response provides three well-established reasons (". . . there is no school, I get to go on small trips and it is a day to have fun."). The writer's organization provides a reasonable sense of logical progression, with the three reasons established in the first paragraph and then elaborated on in the following paragraphs.

Write the final copy of your paper here.

Do you have a favorite day of the week? I know for sure that I do. For me, that one day that makes the whole week worth while is Saturday.

The best part about Saturday is that I don't have to go to school. Sure school can be fun, but by Friday, I just want a break from it. On Saturday, I don't have any homework assignments due the very next day. This means I can do other things than school work. The day also lacks something else; the stress of a school day. I don't have any schedule to keep or anywhere I have to be on Saturday. Those two things can cause a lot of stress at school that I dont have on a Saturday. Since there is no school, there is absolutley no school bus. What a relief, I don't get to freeze to death at the bus stop. No school, no homework, no stress, and no school bus just add to Saturday's fun.

Second, I get to sleep late. Usually, I get up at six o'clock in the morning, but on Saturday I can sleep as late as noun! That little alarm clocks annoying scream can't get to me on Saturday either. Since I don't have to get up early, I'm not nearly as tired during the day on Saturday as I would be on a weekday. Saturday is the only day of the week where I get to sleep as late as I want. What a great day.

Last, on Saturday I will do things that I can't on the other days of the week. What kind of things? I like to work around the house on Saturdays. One of my parents is always remodeling a room or doing yard work. They always need my help and I'm always happy to help them. I also like to take my dog to the park on Saturday. We play fetch and frisbee there together. Both my dog and I have a great time at the park. On those Saturdays spent at the park. I'll also go somewhere to hang out with my friends. Ben, David and I will go to the mall or to a movie for a couple of hours then go over to one of our houses and play football or basketball. There are so many things I can do on Saturday that I can't do on all the other days of the week.

Saturday is by far the best day in the week. You can't sleep late, not go to school, and hang out with your friends at any other time of the week; but on Saturday, you are free to relax and have a good time.

Score Point 4:

The writer identifies a favorite day of the week (Saturday). The response provides specific, relevant, reasons ("... don't have to go to school. ... get to sleep late. ... do things that I can't on the other days ...") and details to support reasons. The composition is coherent and complete within each paragraph and throughout the paper overall.

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North Carolina

Writing Assessment

Grades 4 and 7

Regional by LEA Performance

Tables 7 through 12 provide the number of students tested, percentage of students at each score point, and the percentage scoring at or above the standard of 2.5 for each of the LEAs by region (former six Technical Assistance Centers configurations). Performance by ethnicity is also provided for each LEA.

Table 7. North Carolina Testing Program, Annual Writing Assessment, 1998-99, Grade 4, Narrative Prompt, Percent of Students Scoring at or above 2.5, by LEA

State	PCT	1999 LEA Performance
	92	Brevard Academy**
	87	Magellan**
	74	Transylvania
	73	Cherokee
	71	Bridges**
	70	Avery
	69	Whiteville City
	68	Clay, Francine Delany**, Roanoke Rapids City
	67	Cabarrus, Chapel Hill-Carrboro City, Haywood
	66	Surry
	65	Watauga
	64	Buncombe, Duplin, Kings Mountain City, Union
	63	Gaston, Guilford, Henderson, Tiller School**
	62	Dare, Elkin City, Swain, Wake, Wilson
	61	Davie, Pender
	60	Halifax, Macon, Mount Airy City
	59	Ashe, Burke, Jackson, Moore
	58	Alexander, Kannapolis City, Northampton, Polk, Scotland, Winston-Salem/Forsyth
	57	Catawba, Mooresville City, Turning Point**, Wilkes
	56	Chatham, Cumberland, Iredell-Statesville, Johnston, Mitchell, Orange Co. Charter**
1999 State	55	Arapahoe**, Charlotte/Mecklenburg, Craven, Davidson, New Hanover, Onslow, Randolph, Wayne, Yancey
	54	Caldwell, Rockingham
1995 State	53	Graham, Montgomery, Newton Conover City, Rutherford, Stanly, Tyrrell, Vance
1996, 1998 State	52	Columbus, Franklin, Lincoln, Nash-Rocky Mount, Person
	51	Bladen, Hoke, McDowell, Pamlico, Yadkin
	50	Alleghany, Asheville City, Granville, Orange, Robeson, Rowan-Salisbury, Sampson
1997 State	49	Asheboro City, Camden, Caswell, Charter Public**, Cleveland, Clinton City, Pitt
	48	Anson, Elizabeth City/Pasquotank
	47	Brunswick, Carteret, Gates, Lenoir, Richmond, Shelby City, Stokes, Warren
	46	Beaufort, Harnett
	45	Alamance-Burlington, Lee
	44	Currituck, Franklin Academy**, Summit Charter**
	43	East Wake Academy**, Edenton/Chowan, Edgecombe, Hertford, Lexington City
	41	Bertie
	40	Greene, Lincoln Charter**
	39	Durham, Martin, Perquimans
	38	Hickory City, Weldon City
	37	Thomasville City
1994 State	34	
	33	C.G. Woodson**, Jones, Madison
	30	S.B. Howard**
	29	Community Charter**
	27	Washington
	26	Maureen Joy**
	25	The Learning Center**
1993 State	23	Sterling Montessori**
	22	Village Charter**
	20	River Mill Charter**
	19	Chatham Charter**, Spare Academy**
	18	ABCS**
	17	Englemann**
	16	Hyde
	13	Phase Academy**
	11	Bright Horizons**
	9	Carter Community**
	0	Children's Village Academy**
	*	Grandfather Academy**

Notes: A narrative writing prompt was administered each year. The percent of students scoring 2.5 or better is determined by using the Accountability Standard formula, which is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested, rounded to the nearest whole number.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

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Table 8. North Carolina Testing Program, Annual Writing Assessment, 1998-99, Grade 7, Percent of Students Scoring at or above 2.5, by LEA

State	PCT	1999 LEA Performance
	100	Sterling Montessori**
	97	Magellan**
	92	Dare
	91	Transylvania
	90	Summit Charter**
	89	Bridges**, Exploris**, Watauga
	88	Lake Norman**
	85	Clinton City
	84	Polk, Surry
	83	Cherokee, East Wake Academy**, Iredell-Statesville
	82	Avery, Whiteville City
	81	Ashe, Caswell, Gaston, Graham, Roanoke Rapids City
	80	Burke, Carteret, Davie, Elkin City, Henderson, Yadkin
	79	C G. Woodson**, Swain
	78	Cabarrus, Catawba, Kings Mountain City, Pamlico, Winston-Salem/Forsyth
	77	Brunswick, Chapel Hill-Carrboro City
	76	Asheville City, Caldwell, Guilford, Moore, Rutherford
	75	Alamance-Burlington, Anson, Haywood, Lee, Martin
	74	Asheboro City, Buncombe, Cumberland, Halifax, Jackson, Rockingham, Wayne
	73	New Hanover, Wake, Yancey
	72	Hickory City, Person, Union, Village Charter**
	71	Lincoln, Orange, Scotland
1999 State	70	Arapahoe**, Charlotte/Mecklenburg, Currituck, Davidson, Duplin, MAST**, Wilson
	69	Chatham, Clay, Cleveland, Granville, Macon, Montgomery, Nash-Rocky Mount, Pender, Richmond, Sampson, Stanly
	68	Elizabeth City/Pasquotank, Randolph, River Mill Charter**
	67	Alleghany
	66	Rowan-Salisbury
	65	Bertie, Johnston, Jones, Mount Airy City, Northampton, Shelby City, Washington
	64	Downtown Middle**, Kannapolis City, McDowell, Robeson, The Learning Center**
1998 State	63	Beaufort, Brevard Academy**, Columbus, Newton Conover City, Tyrrell
	62	Bladen
	61	Pitt, Stokes
1996 State	60	Alexander, Craven, Mitchell
	59	Hoke, Imani Institute**, Wilkes
	58	Lenoir
	57	Carter Community**, Gates, Mooresville City
1997 State	55	Edenton/Chowan, Madison, Vance
	54	Onslow
	53	Camden, Franklin, Harnett
	52	Edgecombe, Weldon City
	51	Durham
	50	Chatham Charter**, Perquimans
	49	Lexington City
	47	Hertford, Hyde, Kestrel Heights**
	45	Thomasville City
	44	Quality Education**
	43	Spare Academy**, Warren
	40	Phase Academy**, Woods Charter**
	30	Greene
	29	Right Step**
	22	Lift Academy**, Orange Co. Charter**, Sankore School**
	17	CIS Academy**
	14	Grandfather Academy**
	0	Lakeside School**
	*	Kennedy Charter**, School in Community**

Notes: An expository or descriptive writing prompt was administered each year. The percent of students scoring 2.5 or better is determined by using the Accountability Standard formula, which is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested, rounded to the nearest whole number.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

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Table 9a. North Carolina Testing Program, Annual Writing Assessment, 1998-99
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 4, by LEA
Western Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							NS	CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0		++	+	–
State	**96,649**	**55.2**	**2.3**	**3.2**	**32.3**	**17.4**	**41.8**	**1.1**	**1.9**	**0.1**	**35.6**	**32.7**	**31.7**
Western Region	**7,275**	**60.1**	**3.0**	**3.8**	**36.3**	**16.9**	**37.7**	**0.8**	**1.3**	**0.1**	**35.4**	**32.6**	**32.0**
Buncombe	1,932	64.1	3.2	4.9	37.7	18.2	34.1	0.5	1.3	0.1	38.8	32.5	28.8
Asheville City	333	49.5	1.2	2.1	26.7	19.5	48.0	0.9	1.2	0.3	21.6	35.7	42.6
Francine Delany**	19	68.4	5.3	0.0	36.8	26.3	21.1	5.3	5.3	0.0	10.5	10.5	78.9
Cherokee	248	73.4	9.3	7.7	44.8	11.7	25.0	0.4	0.8	0.4	40.7	29.4	29.8
The Learning Center**	8	25.0	0.0	0.0	25.0	0.0	50.0	12.5	12.5	0.0	25.0	37.5	37.5
Clay	105	67.6	3.8	2.9	47.6	13.3	30.5	0.0	1.9	0.0	27.6	36.2	36.2
Graham	110	52.7	0.9	4.5	35.5	11.8	45.5	0.0	1.8	0.0	20.0	40.9	39.1
Haywood	576	66.8	5.0	5.0	43.2	13.5	30.9	1.0	1.2	0.0	31.4	34.0	34.5
Henderson	874	63.0	2.1	4.0	34.6	22.4	35.1	0.7	1.0	0.1	41.1	31.4	27.6
Jackson	261	59.0	2.3	1.5	38.7	16.5	38.7	0.8	1.5	0.0	35.6	35.6	28.7
Summit Charter**	16	43.8	0.0	0.0	25.0	18.8	50.0	0.0	6.3	0.0	43.8	25.0	31.3
Macon	286	60.1	4.9	1.7	39.5	14.0	37.1	1.7	1.0	0.0	30.4	34.6	35.0
Madison	206	32.5	0.0	0.5	14.1	18.0	62.1	2.9	2.4	0.0	25.7	28.2	46.1
McDowell	527	51.2	1.7	3.0	32.1	14.4	46.1	0.8	1.7	0.2	30.6	33.6	35.9
Mitchell	174	55.7	4.0	4.0	32.2	15.5	42.0	1.7	0.6	0.0	33.9	31.6	34.5
Polk	193	58.0	2.6	7.8	33.7	14.0	40.9	0.5	0.5	0.0	32.1	32.1	35.8
Rutherford	770	52.5	0.9	1.2	34.8	15.6	45.3	1.0	1.2	0.0	34.4	34.7	30.9
Swain	119	62.2	5.0	3.4	35.3	18.5	34.5	1.7	1.7	0.0	19.3	26.1	54.6
Transylvania	307	73.9	6.2	6.5	45.0	16.3	25.4	0.0	0.7	0.0	60.3	26.1	13.7
Brevard Academy**	13	92.3	0.0	0.0	69.2	23.1	7.7	0.0	0.0	0.0	53.8	30.8	15.4
Yancey	198	55.1	3.0	3.0	35.4	13.6	40.4	1.5	2.5	0.5	29.8	32.3	37.9

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Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.
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Table 9b. North Carolina Testing Program, Annual Writing Assessment, 1998-99
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 4, by LEA
Northwest Region

	NUMBER TESTED	2.5 or above †	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE								CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+-	--
State	**96,649**	**55.2**	**2.3**	**3.2**	**32.3**	**17.4**	**41.8**	**1.1**	**1.9**	**0.1**	**35.6**	**32.7**	**31.7**
Northwest Region	**14,981**	**56.4**	**2.3**	**3.2**	**34.1**	**16.7**	**41.2**	**0.9**	**1.5**	**0.1**	**36.7**	**32.9**	**30.5**
Alexander	397	57.9	2.5	1.8	35.0	18.6	41.1	0.5	0.5	0.0	27.0	35.0	38.0
Alleghany	112	50.0	3.6	2.7	31.3	12.5	44.6	3.6	1.8	0.0	35.7	34.8	29.5
Ashe	287	58.9	2.1	4.9	35.9	16.0	38.0	1.7	1.0	0.3	28.9	35.2	35.9
Avery	196	70.4	2.0	5.6	41.8	20.9	28.6	0.5	0.5	0.0	25.0	34.2	40.8
Grandfather Academy**	2	*	*	*	*	*	*	*	*	*	*	*	*
Burke	1,105	59.1	1.7	4.0	36.7	16.7	39.4	0.6	0.8	0.1	36.1	31.7	32.2
Caldwell	946	54.4	2.1	3.4	32.8	16.2	44.3	0.4	0.8	0.0	33.5	30.3	36.2
Catawba	1,251	56.6	3.8	4.4	33.6	14.8	41.6	0.7	1.0	0.0	46.5	32.1	21.4
Englemann**	6	16.7	0.0	0.0	16.7	0.0	83.3	0.0	0.0	0.0	16.7	16.7	66.7
Hickory City	339	38.1	0.6	2.1	22.1	13.3	55.2	2.7	4.1	0.0	25.4	33.9	40.7
Newton Conover City	188	52.7	1.6	1.1	38.8	11.2	44.1	0.0	3.2	0.0	50.0	32.4	17.6
Davidson	1,405	54.8	2.2	3.4	33.0	16.2	42.1	1.0	1.9	0.2	38.6	33.9	27.5
Lexington City	228	42.5	0.9	3.1	25.0	13.6	45.2	5.7	6.6	0.0	15.8	26.8	57.5
Thomasville City	164	36.6	0.6	3.0	18.3	14.6	57.9	2.4	3.0	0.0	14.6	29.3	56.1
Davie	386	60.6	1.8	4.4	33.9	20.5	37.6	0.5	1.3	0.0	29.3	33.9	36.8
Winston-Salem/Forsyth	3,297	58.4	3.0	2.4	35.9	17.1	39.4	0.7	1.4	0.1	38.4	34.4	27.1
C G. Woodson**	24	33.3	0.0	0.0	33.3	0.0	62.5	0.0	4.2	0.0	16.7	20.8	62.5
Iredell-Statesville	1,334	56.2	1.1	2.7	33.7	18.7	41.5	0.4	1.6	0.2	38.5	32.1	29.4
Mooresville City	274	57.3	3.3	5.1	28.5	20.4	39.8	1.5	1.5	0.0	51.1	33.2	15.7
Stokes	567	47.1	1.2	2.8	25.0	18.0	48.1	2.1	2.5	0.2	20.8	30.0	49.2
Surry	668	65.7	2.8	4.2	43.4	15.3	33.8	0.1	0.3	0.0	43.9	34.3	21.9
Elkin City	77	62.3	2.6	1.3	35.1	23.4	31.2	1.3	5.2	0.0	57.1	26.0	16.9
Bridges**	17	70.6	23.5	23.5	17.6	5.9	29.4	0.0	0.0	0.0	82.4	5.9	11.8
Mount Airy City	156	60.3	5.8	6.4	35.3	12.8	39.1	0.0	0.6	0.0	59.0	21.8	19.2
Watauga	354	65.0	4.5	2.0	44.9	13.6	32.8	1.1	1.1	0.0	38.7	30.2	31.1
Wilkes	736	56.8	1.5	3.5	34.2	17.5	42.0	0.4	0.8	0.0	39.8	37.2	23.0
ABCS**	11	18.2	0.0	0.0	9.1	9.1	72.7	9.1	0.0	0.0	63.6	0.0	36.4
Yadkin	454	51.3	0.7	1.5	31.1	18.1	45.4	1.1	2.2	0.0	21.4	33.7	44.9

Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
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Table 9c. North Carolina Testing Program, Annual Writing Assessment, 1998-99
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 4, by LEA
Southwest Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE								CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+-	--
State	**96,649**	**55.2**	**2.3**	**3.2**	**32.3**	**17.4**	**41.8**	**1.1**	**1.9**	**0.1**	**35.6**	**32.7**	**31.7**
Southwest Region	**21,152**	**56.3**	**2.6**	**3.4**	**33.1**	**17.2**	**41.2**	**0.8**	**1.5**	**0.1**	**35.2**	**32.2**	**32.6**
Anson	352	48.3	2.0	3.7	28.4	14.2	49.1	0.0	2.6	0.0	23.3	39.5	37.2
Cabarrus	1,387	67.1	7.0	6.5	39.6	14.1	31.5	0.4	0.9	0.0	38.5	35.0	26.5
Kannapolis City	288	57.6	3.8	3.8	33.7	16.3	41.3	0.0	1.0	0.0	29.5	37.5	33.0
Cleveland	745	48.9	1.6	3.6	26.4	17.2	49.9	0.4	0.7	0.1	36.6	34.4	29.0
Kings Mountain City	389	64.0	2.8	4.1	39.6	17.5	34.2	0.8	1.0	0.0	31.4	33.7	35.0
Shelby City	259	47.1	4.6	2.7	28.2	11.6	49.0	1.9	1.9	0.0	31.7	19.3	49.0
Gaston	2,341	63.1	2.2	2.5	39.2	19.3	35.4	0.3	1.1	0.1	37.1	30.8	32.1
Hoke	495	51.1	0.0	2.6	29.9	18.6	47.7	0.4	0.6	0.2	24.6	34.3	41.0
Lincoln	816	52.1	0.7	3.3	26.7	21.3	42.4	2.2	3.3	0.0	26.2	29.9	43.9
Lincoln Charter**	20	40.0	0.0	0.0	30.0	10.0	50.0	5.0	0.0	5.0	30.0	45.0	25.0
Charlotte-Mecklenburg	7,668	54.5	2.3	2.9	31.8	17.6	43.0	0.9	1.4	0.1	34.7	32.9	32.5
Community Charter**	14	28.6	0.0	0.0	21.4	7.1	71.4	0.0	0.0	0.0	28.6	35.7	35.7
Montgomery	340	53.2	2.6	2.1	32.6	15.9	42.6	1.5	2.1	0.6	37.9	25.9	36.2
Moore	852	58.6	2.6	5.0	34.7	16.2	38.7	1.4	1.2	0.1	42.1	32.2	25.7
Richmond	655	47.2	1.1	4.7	23.5	17.9	49.2	1.2	2.3	0.2	24.1	31.6	44.3
Rowan-Salisbury	1,513	49.7	1.7	1.1	26.7	20.2	46.3	0.9	3.0	0.1	33.5	32.3	34.2
Scotland	496	58.1	0.8	2.4	36.9	17.9	41.1	0.6	0.2	0.0	22.8	34.9	42.3
Stanly	781	53.1	2.8	4.5	31.9	14.0	43.4	1.0	2.4	0.0	27.0	33.0	39.9
Union	1,741	64.4	4.1	5.0	41.2	14.1	34.2	0.5	1.0	0.0	52.4	27.7	19.8

Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
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Table 9d. North Carolina Testing Program, Annual Writing Assessment, 1998-99
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 4, by LEA
Northeast Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							NS	CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0		++	+-	-
State	**96,649**	**55.2**	**2.3**	**3.2**	**32.3**	**17.4**	**41.8**	**1.1**	**1.9**	**0.1**	**35.6**	**32.7**	**31.7**
Northeast Region	**6,617**	**47.7**	**1.7**	**2.8**	**26.6**	**16.7**	**47.7**	**1.5**	**3.0**	**0.2**	**28.5**	**35.3**	**36.3**
Beaufort	524	45.6	1.7	2.5	28.1	13.4	48.5	2.3	3.4	0.2	34.2	32.8	33.0
Bertie	299	41.1	0.3	2.7	23.1	15.1	52.8	2.7	3.3	0.0	11.4	28.8	59.9
Camden	97	48.5	0.0	0.0	22.7	25.8	49.5	1.0	1.0	0.0	46.4	34.0	19.6
Edenton Chowan	200	42.5	1.5	1.0	22.5	17.5	49.0	2.0	5.5	1.0	23.0	31.0	46.0
Currituck	256	44.1	0.4	1.2	27.0	15.6	53.9	1.2	0.8	0.0	26.2	30.5	43.4
Dare	355	62.0	3.9	5.4	38.3	14.4	35.2	0.0	2.8	0.0	35.2	35.2	29.6
Edgecombe	569	42.7	1.9	1.8	22.7	16.3	53.8	1.2	2.1	0.2	32.0	37.8	30.2
Gates	169	47.3	2.4	3.6	28.4	13.0	46.2	4.7	1.2	0.6	21.9	29.6	48.5
Halifax	460	60.0	4.1	3.3	35.4	17.2	38.7	0.7	0.7	0.0	20.7	34.1	45.2
Roanoke Rapids City	250	67.6	6.4	4.8	41.6	14.8	31.6	0.8	0.0	0.0	35.6	38.0	26.4
Weldon City	74	37.8	0.0	2.7	18.9	16.2	59.5	0.0	1.4	1.4	14.9	44.6	40.5
Hertford	286	43.0	0.7	2.8	20.6	18.9	52.8	2.1	2.1	0.0	19.2	38.5	42.3
Hyde	68	16.2	0.0	0.0	10.3	5.9	67.6	4.4	10.3	1.5	8.8	26.5	64.7
Martin	402	39.1	2.2	2.5	19.2	15.2	53.7	1.7	5.5	0.0	30.1	32.6	37.3
Northampton	265	58.1	1.1	4.2	28.3	24.5	39.2	0.4	1.9	0.4	27.9	37.7	34.3
Elizabeth City Pasquotank	468	47.9	2.4	4.1	26.1	15.4	47.2	2.1	2.6	0.2	40.6	37.4	22.0
Perquimans	137	38.7	1.5	3.6	16.8	16.8	51.1	1.5	7.3	1.5	21.9	43.1	35.0
Pitt	1,509	48.8	0.2	2.3	27.4	18.9	47.1	0.7	3.3	0.1	30.0	36.2	33.9
Tyrrell	55	52.7	1.8	7.3	20.0	23.6	41.8	3.6	1.8	0.0	43.6	32.7	23.6
Washington	174	27.0	0.6	0.6	13.8	12.1	60.9	4.0	7.5	0.6	13.2	40.2	46.6

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Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 9e. North Carolina Testing Program, Annual Writing Assessment, 1998-99
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 4, by LEA
Southeast Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE								CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+-	--
State	**96,649**	**55.2**	**2.3**	**3.2**	**32.3**	**17.4**	**41.8**	**1.1**	**1.9**	**0.1**	**35.6**	**32.7**	**31.7**
Southeast Region	**17,189**	**53.6**	**1.7**	**3.0**	**30.4**	**18.4**	**43.3**	**1.1**	**1.9**	**0.2**	**35.1**	**33.0**	**31.9**
Bladen	445	51.2	3.6	2.2	31.2	14.2	44.7	0.9	3.1	0.0	28.8	32.4	38.9
Brunswick	777	47.4	1.5	4.1	25.5	16.2	47.7	3.0	1.9	0.0	33.2	31.9	34.9
Carteret	607	46.8	0.8	2.6	26.5	16.8	48.9	1.3	2.8	0.2	38.7	35.1	26.2
Tiller School**	19	63.2	0.0	5.3	42.1	15.8	36.8	0.0	0.0	0.0	15.8	57.9	26.3
Columbus	501	51.9	1.0	2.8	29.5	18.6	44.9	1.8	0.6	0.8	23.2	36.1	40.7
Whiteville City	199	69.3	1.5	2.0	41.7	24.1	30.7	0.0	0.0	0.0	50.3	25.6	24.1
Craven	1,121	54.7	1.9	4.8	27.8	20.2	41.8	0.9	2.3	0.3	31.2	33.5	35.2
Cumberland	3,973	56.3	1.0	2.4	32.1	20.7	41.2	0.6	1.7	0.2	36.3	34.3	29.4
Duplin	608	64.0	4.3	5.4	38.0	16.3	35.0	0.3	0.5	0.2	43.4	34.4	22.2
Greene	195	39.5	0.5	0.0	19.0	20.0	53.8	2.6	4.1	0.0	25.6	32.8	41.5
Jones	135	33.3	1.5	1.5	21.5	8.9	63.7	2.2	0.7	0.0	19.3	39.3	41.5
Lenoir	743	47.4	1.2	1.2	27.5	17.5	50.3	0.7	1.3	0.3	34.1	35.8	30.1
Children's Village Academy**	13	0.0	0.0	0.0	0.0	0.0	92.3	0.0	7.7	0.0	23.1	46.2	30.8
New Hanover	1,598	55.1	3.4	4.6	31.9	15.2	39.8	2.0	3.0	0.1	40.9	29.3	29.8
Onslow	1,620	55.3	1.0	2.3	30.2	21.7	41.2	0.9	2.2	0.4	40.5	33.1	26.4
Phase Academy**	15	13.3	0.0	0.0	6.7	6.7	66.7	20.0	0.0	0.0	0.0	60.0	40.0
Pamlico	131	51.1	3.1	6.1	24.4	17.6	42.0	3.8	3.1	0.0	38.9	37.4	23.7
Arapahoe**	38	55.3	2.6	5.3	36.8	10.5	42.1	0.0	2.6	0.0	50.0	42.1	7.9
Pender	465	61.3	1.7	2.4	40.0	17.2	37.6	0.6	0.4	0.0	35.5	37.0	27.5
Robeson	1,727	50.2	0.5	1.7	29.7	18.3	46.7	0.8	2.1	0.2	23.6	29.4	47.0
Sampson	593	50.3	1.3	1.9	30.2	16.9	47.7	0.7	1.0	0.3	27.2	32.4	40.5
Clinton City	200	48.5	2.0	1.0	29.5	16.0	48.5	1.0	1.5	0.5	32.5	40.0	27.5
Wayne	1,448	54.8	3.3	5.0	29.1	17.3	42.7	1.2	1.0	0.2	43.5	30.7	25.8
Bright Horizons**	18	11.1	0.0	0.0	5.6	5.6	83.3	5.6	0.0	0.0	11.1	22.2	66.7

Notes †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

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Table 9f. North Carolina Testing Program, Annual Writing Assessment, 1998-99
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 4, by LEA
Central Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							NS	CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0		++	+	–
State	**96,649**	**55.2**	**2.3**	**3.2**	**32.3**	**17.4**	**41.8**	**1.1**	**1.9**	**0.1**	**35.6**	**32.7**	**31.7**
Central Region	**29,435**	**55.2**	**2.3**	**3.1**	**32.2**	**17.4**	**41.2**	**1.3**	**2.2**	**0.1**	**37.2**	**32.4**	**30.4**
Alamance-Burlington	1,581	44.8	3.0	3.1	23.6	15.2	49.2	1.6	4.3	0.1	40.8	28.8	30.4
River Mill Charter**	20	20.0	0.0	0.0	0.0	20.0	55.0	0.0	15.0	10.0	30.0	20.0	50.0
Caswell	290	49.0	2.1	2.8	30.3	13.8	49.7	0.3	0.3	0.7	41.4	32.4	26.2
Chatham	570	56.1	1.4	3.5	31.1	20.2	40.9	1.2	1.8	0.0	28.2	27.2	44.6
Chatham Charter**	16	18.8	0.0	0.0	18.8	0.0	56.3	18.8	6.3	0.0	6.3	37.5	56.3
Durham	2,346	38.9	1.7	4.0	14.7	18.5	49.1	5.7	6.1	0.2	35.9	29.7	33.4
Maureen Joy**	27	25.9	0.0	3.7	14.8	7.4	59.3	0.0	14.8	0.0	11.1	7.4	81.5
Carter Community**	11	9.1	0.0	0.0	9.1	0.0	63.6	0.0	18.2	9.1	9.1	27.3	63.6
Turning Point**	14	57.1	0.0	0.0	50.0	7.1	42.9	0.0	0.0	0.0	42.9	14.3	42.9
Franklin	553	51.7	0.7	1.8	31.1	18.1	43.6	0.5	4.2	0.0	33.6	30.2	36.2
Granville	622	49.5	1.0	1.8	26.5	20.3	47.4	1.4	1.6	0.0	34.6	36.3	29.1
Guilford	4,906	62.8	2.4	3.9	39.6	16.9	35.8	0.4	0.8	0.1	34.0	33.0	33.0
Harnett	1,254	45.9	0.6	2.1	25.0	18.1	51.0	1.0	2.1	0.1	33.0	32.1	34.8
Johnston	1,472	56.2	1.6	3.2	32.3	19.2	40.7	1.4	1.6	0.1	36.2	34.8	29.0
Lee	714	45.4	1.1	2.5	24.4	17.4	49.0	1.0	4.1	0.6	32.4	29.0	38.7
Nash-Rocky Mount	1,303	51.7	1.6	3.7	29.6	16.8	44.8	1.4	1.9	0.2	29.6	32.7	37.7
Charter Public**	82	48.8	0.0	7.3	29.3	12.2	43.9	1.2	4.9	1.2	61.0	29.3	9.8
Orange	492	49.8	1.2	1.0	28.7	18.9	46.1	0.6	3.5	0.0	37.2	32.1	30.7
Orange Co. Charter**	18	55.6	0.0	5.6	38.9	11.1	44.4	0.0	0.0	0.0	50.0	5.6	44.4
Chapel Hill-Carrboro City	681	67.1	2.8	5.9	41.0	17.5	31.1	0.9	0.7	0.1	50.8	30.1	19.1
Village Charter**	18	22.2	0.0	0.0	22.2	0.0	72.2	0.0	5.6	0.0	44.4	16.7	38.9
Person	466	52.4	1.7	2.4	33.3	15.0	43.8	1.7	1.9	0.2	44.2	27.7	28.1
Randolph	1,378	55.2	0.7	2.6	31.7	20.2	41.1	1.3	2.3	0.0	35.4	29.0	35.6
Asheboro City	331	48.9	0.6	3.0	26.6	18.7	47.4	0.3	3.0	0.3	30.5	35.3	34.1
Rockingham	1,148	53.9	2.4	4.4	27.8	19.3	41.3	2.9	1.9	0.0	45.5	31.6	22.9
Vance	642	52.8	1.1	2.3	29.9	19.5	44.9	0.9	1.4	0.0	28.5	41.1	30.4
Wake	7,308	61.7	3.9	2.7	38.5	16.7	36.0	0.6	1.7	0.1	39.8	34.1	26.1
Magellan**	63	87.3	14.3	0.0	57.1	15.9	12.7	0.0	0.0	0.0	60.3	36.5	3.2
Sterling Montessori**	22	22.7	0.0	4.5	4.5	13.6	77.3	0.0	0.0	0.0	50.0	18.2	31.8
Franklin Academy**	23	43.5	0.0	0.0	17.4	26.1	56.5	0.0	0.0	0.0	43.5	43.5	13.0
East Wake Academy**	30	43.3	0.0	0.0	23.3	20.0	50.0	0.0	6.7	0.0	60.0	26.7	13.3
Spare Academy**	21	19.0	0.0	0.0	4.8	14.3	61.9	0.0	14.3	4.8	28.6	28.6	42.9
Warren	254	47.2	2.0	3.9	25.6	15.7	49.2	0.4	3.1	0.0	25.2	33.1	41.7
Wilson	732	61.5	3.3	2.7	39.5	16.0	38.1	0.0	0.4	0.0	44.8	36.1	19.1
S.B. Howard**	27	29.6	0.0	0.0	11.1	18.5	63.0	3.7	3.7	0.0	48.1	29.6	22.2

†The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
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**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

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Table 10a. North Carolina Testing Program, Annual Writing Assessment, 1998-99
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 7, by LEA
Western Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE								CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+-	--
State	**90,921**	**70.3**	**3.5**	**5.1**	**43.3**	**18.5**	**25.9**	**1.5**	**2.2**	**0.1**	**77.5**	**15.5**	**7.0**
Western Region	**7,029**	**74.8**	**4.7**	**5.8**	**47.8**	**16.4**	**22.7**	**1.0**	**1.5**	**0.1**	**77.1**	**15.8**	**7.1**
Buncombe	1,857	73.5	3.9	6.4	47.6	15.6	23.9	1.3	1.2	0.0	75.6	16.3	8.1
Asheville City	271	75.6	7.4	2.6	52.4	13.3	23.2	0.4	0.7	0.0	86.3	12.2	1.5
Cherokee	263	82.9	3.0	4.6	53.6	21.7	15.6	0.8	0.8	0.0	79.5	16.0	4.6
The Learning Center**	11	63.6	0.0	0.0	54.5	9.1	36.4	0.0	0.0	0.0	27.3	63.6	9.1
Clay	93	68.8	2.2	2.2	37.6	26.9	29.0	2.2	0.0	0.0	90.3	6.5	3.2
Graham	87	80.5	9.2	6.9	54.0	10.3	19.5	0.0	0.0	0.0	85.1	8.0	6.9
Haywood	584	75.3	2.7	9.2	39.2	24.1	23.8	0.7	0.2	0.0	71.2	20.2	8.6
Henderson	857	80.4	6.4	4.7	55.1	14.2	16.1	1.1	2.5	0.0	78.3	13.7	8.1
Jackson	278	73.7	5.4	2.2	49.3	16.9	24.1	0.0	1.8	0.4	92.1	5.0	2.9
Summit Charter**	10	90.0	0.0	0.0	60.0	30.0	10.0	0.0	0.0	0.0	80.0	10.0	10.0
Macon	297	69.0	4.4	2.7	51.5	10.4	25.3	0.3	5.1	0.3	84.8	11.1	4.0
Madison	170	54.7	0.6	2.4	35.9	15.9	41.8	1.8	1.8	0.0	64.7	25.9	9.4
McDowell	480	64.2	2.5	2.9	39.2	19.6	30.2	1.7	4.0	0.0	69.2	25.6	5.2
Mitchell	191	60.2	2.1	3.1	38.7	16.2	39.8	0.0	0.0	0.0	79.1	11.5	9.4
Polk	179	84.4	0.6	14.0	48.0	21.8	13.4	1.1	0.6	0.6	83.2	11.7	5.0
Rutherford	781	76.1	5.6	7.0	39.2	13.2	21.5	0.9	1.5	0.0	72.2	19.0	8.8
Swain	125	79.2	0.0	3.2	65.6	10.4	19.2	1.6	0.0	0.0	75.2	12.8	12.0
Transylvania	310	91.3	17.1	11.0	50.3	12.9	7.4	0.6	0.3	0.3	85.2	11.6	3.2
Brevard Academy**	8	62.5	0.0	0.0	12.5	50.0	37.5	0.0	0.0	0.0	100.0	0.0	0.0
Yancey	177	73.4	2.8	6.8	39.5	24.3	25.4	1.1	0.0	0.0	76.3	11.3	12.4

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
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Table 10b. North Carolina Testing Program, Annual Writing Assessment, 1998-99
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 7, by LEA
Northwest Region

	NUMBER TESTED	2.5 or above †	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							NS	CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0		++	+-	--
State	**90,921**	**70.3**	**3.5**	**5.1**	**43.3**	**18.5**	**25.9**	**1.5**	**2.2**	**0.1**	**77.5**	**15.5**	**7.0**
Northwest Region	**14,070**	**74.0**	**4.1**	**6.2**	**44.8**	**18.9**	**22.7**	**1.5**	**1.7**	**0.1**	**78.5**	**15.1**	**6.4**
Alexander	395	59.7	1.3	1.8	25.3	31.4	33.7	2.5	4.1	0.0	73.9	18.7	7.3
Alleghany	95	67.4	6.3	0.0	51.6	9.5	29.5	0.0	3.2	0.0	82.1	11.6	6.3
Ashe	246	80.9	4.5	12.2	42.3	22.0	14.6	2.0	2.4	0.0	66.7	18.7	14.6
Avery	173	82.1	12.7	1.2	56.1	12.1	17.3	0.0	0.6	0.0	76.9	16.8	6.4
Grandfather Academy**	7	14.3	0.0	0.0	14.3	0.0	71.4	0.0	14.3	0.0	85.7	14.3	0.0
Burke	1,050	80.0	4.6	10.0	51.3	14.1	18.0	0.5	1.4	0.1	77.1	17.0	5.8
Caldwell	860	76.2	4.7	8.6	40.6	22.3	20.5	1.4	2.0	0.0	81.2	13.7	5.1
Catawba	1,144	78.1	2.4	6.1	54.3	15.3	19.4	1.2	1.3	0.0	80.2	14.2	5.6
Hickory City	326	72.1	4.0	7.1	40.5	20.6	19.3	4.6	3.7	0.3	71.2	12.9	16.0
Newton-Conover City	191	62.8	3.1	1.6	37.7	20.4	33.0	2.6	1.6	0.0	78.0	14.1	7.9
Davidson	1,428	69.9	2.1	5.3	39.7	22.8	27.7	0.9	1.5	0.0	77.5	16.2	6.2
Lexington City	231	49.4	3.9	0.9	37.2	7.4	45.5	0.0	5.2	0.0	62.8	19.0	18.2
Thomasville City	150	44.7	0.0	1.3	20.7	22.7	51.3	2.7	1.3	0.0	68.7	20.0	11.3
Davie	366	79.8	10.4	7.4	51.4	10.7	15.8	1.6	2.5	0.3	84.2	9.6	6.3
Winston-Salem/Forsyth	2,737	77.7	4.8	6.6	46.7	19.5	19.4	1.5	1.4	0.1	83.2	12.1	4.7
Lift Academy**	9	22.2	0.0	0.0	0.0	22.2	33.3	22.2	22.2	0.0	33.3	33.3	33.3
Quality Education**	25	44.0	0.0	0.0	32.0	12.0	48.0	0.0	8.0	0.0	60.0	20.0	20.0
Downtown Middle**	186	64.0	0.0	4.3	45.2	14.5	32.8	2.2	1.1	0.0	87.6	10.8	1.6
C.G. Woodson**	19	78.9	0.0	5.3	36.8	36.8	21.1	0.0	0.0	0.0	100.0	0.0	0.0
Iredell-Statesville	1,153	83.2	4.3	5.3	55.0	18.6	14.8	0.8	1.1	0.1	83.6	12.5	3.9
Mooresville City	274	57.3	1.1	6.6	25.2	24.5	39.4	1.5	1.5	0.4	71.5	21.5	6.9
Stokes	553	60.9	1.1	4.0	37.3	18.6	34.9	1.1	3.1	0.0	77.6	15.7	6.7
Surry	589	84.0	2.9	9.2	48.6	23.4	14.1	1.0	0.8	0.0	77.9	16.0	6.1
Elkin City	64	79.7	4.7	3.1	64.1	7.8	20.3	0.0	0.0	0.0	82.8	10.9	6.3
Bridges**	9	88.9	11.1	0.0	55.6	22.2	11.1	0.0	0.0	0.0	100.0	0.0	0.0
Mount Airy City	146	65.1	1.4	7.5	28.8	27.4	30.8	4.1	0.0	0.0	78.8	15.8	5.5
Watauga	413	88.6	14.0	11.4	52.5	10.7	10.4	0.2	0.7	0.0	82.1	13.3	4.6
Wilkes	768	58.9	0.8	4.0	29.7	24.3	34.2	4.9	1.8	0.1	60.2	27.6	12.2
Yadkin	463	79.7	8.0	4.3	57.0	10.4	16.8	1.1	2.4	0.0	86.2	10.6	3.2

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Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
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Table 10c. North Carolina Testing Program, Annual Writing Assessment, 1998-99
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 7, by LEA
Southwest Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE								CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+-	--
State	90,921	70.3	3.5	5.1	43.3	18.5	25.9	1.5	2.2	0.1	77.5	15.5	7.0
Southwest Region	19,754	71.6	3.7	5.3	43.6	19.0	24.3	1.5	2.4	0.1	75.3	17.0	7.6
Anson	286	74.8	5.2	4.2	51.4	14.0	22.7	1.0	1.4	0.0	64.7	15.7	19.6
Cabarrus	1,358	77.7	2.4	5.5	46.4	23.4	19.8	1.3	1.3	0.0	81.9	12.8	5.3
Kannapolis City	307	64.2	1.6	2.6	29.0	30.9	28.3	4.9	2.6	0.0	59.6	23.1	17.3
Cleveland	687	68.7	1.6	2.6	42.8	21.7	28.7	1.5	1.2	0.0	72.5	17.2	10.3
Kings Mountain City	306	78.4	1.0	6.9	49.0	21.6	18.3	1.3	2.0	0.0	72.5	18.3	9.2
Shelby City	230	64.8	6.1	1.7	42.2	14.8	32.2	1.7	1.3	0.0	74.3	15.7	10.0
Gaston	2,305	81.3	5.7	6.6	50.8	18.2	16.3	0.6	1.7	0.0	71.1	22.1	6.7
Hoke	438	58.7	0.7	5.0	27.4	25.6	36.8	2.5	2.1	0.0	61.9	19.2	18.9
Lincoln	759	71.0	5.1	4.9	42.6	18.4	24.5	1.8	2.5	0.1	79.3	13.3	7.4
Charlotte Mecklenburg	6,997	69.8	4.4	5.5	42.8	17.1	25.2	1.8	3.0	0.1	78.0	15.9	6.1
Kennedy Charter**	2	*	*	*	*	*	*	*	*	*	*	*	*
Lake Norman**	48	87.5	2.1	2.1	75.0	8.3	12.5	0.0	0.0	0.0	87.5	12.5	0.0
Montgomery	314	69.4	1.9	4.1	35.7	27.7	25.8	2.5	2.2	0.0	67.2	20.4	12.4
Moore	765	75.8	1.3	7.5	38.7	28.4	21.0	1.4	1.4	0.3	63.8	24.6	11.6
MAST**	23	69.6	4.3	0.0	39.1	26.1	30.4	0.0	0.0	0.0	87.0	0.0	13.0
Richmond	575	69.2	2.6	4.2	42.3	20.2	28.5	1.4	0.9	0.0	70.3	20.2	9.6
Rowan-Salisbury	1,516	66.3	2.8	4.4	43.6	15.5	26.4	1.6	5.7	0.1	82.4	13.0	4.6
Scotland	501	70.5	1.4	2.6	50.1	16.4	26.3	1.0	2.0	0.2	84.8	9.6	5.6
Stanly	764	68.7	3.7	2.9	48.8	13.4	30.6	0.1	0.4	0.1	74.1	19.1	6.8
Union	1,573	72.2	3.7	7.8	38.8	21.9	24.2	1.5	2.2	0.0	72.4	18.2	9.4

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

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Table 10d. North Carolina Testing Program, Annual Writing Assessment, 1998-99
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 7, by LEA
Northeast Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							NS	CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0		++	+	–
State	90,921	70.3	3.5	5.1	43.3	18.5	25.9	1.5	2.2	0.1	77.5	15.5	7.0
Northeast Region	6,413	64.2	1.8	3.6	37.5	21.2	29.9	2.9	2.9	0.1	71.5	19.1	9.4
Beaufort	546	63.4	1.6	7.7	31.1	22.9	29.7	4.2	2.7	0.0	65.9	21.6	12.5
Bertie	275	64.7	0.7	1.1	38.5	24.4	29.1	1.8	4.4	0.0	58.9	25.5	15.6
Camden	122	52.5	1.6	2.5	34.4	13.9	41.8	3.3	2.5	0.0	82.0	12.3	5.7
Edenton/Chowan	198	55.1	2.0	2.0	41.4	9.6	35.4	1.0	7.6	1.0	75.8	11.1	13.1
Currituck	270	70.4	2.2	2.2	42.6	23.3	25.2	1.9	2.6	0.0	81.1	15.2	3.7
Dare	338	92.0	10.4	11.8	53.8	16.0	7.4	0.3	0.3	0.0	74.9	16.3	8.9
Edgecombe	547	52.1	0.7	2.4	25.8	23.2	42.4	3.5	2.0	0.0	62.9	26.9	10.2
Gates	169	57.4	0.0	1.2	18.9	37.3	40.2	1.2	1.2	0.0	79.9	14.2	5.9
Halifax	394	73.6	1.0	4.1	51.0	17.5	21.3	2.0	3.0	0.0	73.6	19.0	7.4
Roanoke Rapids City	263	81.0	6.1	1.5	49.4	24.0	17.1	0.4	1.5	0.0	81.4	11.0	7.6
Weldon City	77	51.9	0.0	0.0	31.2	20.8	48.1	0.0	0.0	0.0	49.4	28.6	22.1
Hertford	309	46.9	0.0	1.9	20.1	24.9	35.9	10.0	7.1	0.0	54.0	32.4	13.6
Hyde	55	47.3	1.8	3.6	32.7	9.1	45.5	5.5	0.0	1.8	78.2	12.7	9.1
Martin	341	74.8	0.0	2.1	46.6	26.1	19.9	2.3	2.9	0.0	79.2	15.0	5.9
Northampton	254	65.4	2.0	2.4	46.5	14.6	32.7	1.6	0.4	0.0	78.0	17.3	4.7
Elizabeth City/Pasquotank	469	68.4	1.3	3.0	45.4	18.8	27.7	1.5	2.3	0.0	65.9	21.5	12.6
Perquimans	151	50.3	1.3	2.0	23.8	23.2	39.1	5.3	4.6	0.7	78.8	15.2	6.0
Pitt	1,394	61.3	1.2	4.0	35.2	20.9	32.4	3.0	3.3	0.1	73.5	17.8	8.7
Right Step**	14	28.6	0.0	0.0	7.1	21.4	57.1	7.1	7.1	0.0	92.9	7.1	0.0
Tyrrell	54	63.0	3.7	0.0	40.7	18.5	37.0	0.0	0.0	0.0	85.2	7.4	7.4
Washington	173	65.3	0.0	4.0	36.4	24.9	24.9	6.4	3.5	0.0	75.1	16.2	8.7

Notes. † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

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Table 10e. North Carolina Testing Program, Annual Writing Assessment, 1998-99
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 7, by LEA
Southeast Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE								CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0	NS	++	+	–
State	90,921	70.3	3.5	5.1	43.3	18.5	25.9	1.5	2.2	0.1	77.5	15.5	7.0
Southeast Region	16,512	68.1	1.6	4.2	41.6	20.8	28.5	1.5	1.9	0.0	74.3	17.0	8.7
Bladen	410	62.2	1.0	1.7	35.6	23.9	36.3	0.5	1.0	0.0	76.6	15.6	7.8
Brunswick	695	77.0	0.4	5.0	39.9	31.7	22.3	0.7	0.0	0.0	71.2	21.2	7.6
Carteret	688	80.1	1.5	6.7	50.3	21.7	17.6	1.3	1.0	0.0	78.8	14.4	6.8
Columbus	551	63.2	3.4	2.4	40.3	17.1	31.0	1.3	4.4	0.2	65.9	22.5	11.6
Whiteville City	198	81.8	4.0	10.6	55.6	11.6	17.2	0.5	0.5	0.0	80.3	15.2	4.5
Craven	1,091	59.9	1.0	4.6	29.5	24.8	34.9	3.0	2.1	0.0	66.4	21.9	11.7
Cumberland	3,841	73.8	1.3	3.9	49.2	19.4	23.8	0.7	1.7	0.0	81.8	12.4	5.8
Duplin	620	70.2	0.8	5.5	36.5	27.4	25.6	2.6	1.6	0.0	54.2	25.0	20.8
Greene	243	29.6	0.8	0.8	14.0	14.0	64.2	2.1	4.1	0.0	61.3	16.9	21.8
Jones	108	64.8	1.9	0.0	46.3	16.7	33.3	0.0	1.9	0.0	80.6	12.0	7.4
Lenoir	763	58.3	2.1	2.2	45.3	8.7	38.8	0.4	2.5	0.0	87.9	8.7	3.4
New Hanover	1,466	73.4	2.4	6.3	42.6	22.1	24.6	1.3	0.7	0.1	83.1	12.1	4.8
Onslow	1,541	53.9	0.9	3.6	26.4	22.9	37.2	4.5	4.3	0.1	54.5	29.0	16.5
Phase Academy**	10	40.0	0.0	0.0	30.0	10.0	60.0	0.0	0.0	0.0	40.0	60.0	0.0
Pamlico	123	78.0	1.6	9.8	43.1	23.6	17.9	2.4	1.6	0.0	69.9	23.6	6.5
Arapahoe**	23	69.6	4.3	0.0	39.1	26.1	26.1	4.3	0.0	0.0	78.3	17.4	4.3
Pender	454	68.7	1.1	6.6	37.9	23.1	30.4	0.7	0.2	0.0	70.7	20.9	8.4
Robeson	1,565	63.7	2.2	2.6	43.4	15.5	32.1	1.3	2.7	0.1	77.3	16.0	6.8
CIS Academy**	23	17.4	0.0	0.0	4.3	13.0	78.3	4.3	0.0	0.0	60.9	13.0	26.1
Sampson	554	69.1	1.4	3.2	39.9	24.5	26.2	1.4	3.1	0.2	59.0	24.4	16.6
Clinton City	184	85.3	6.5	4.3	60.3	14.1	13.6	0.0	1.1	0.0	83.7	15.8	0.5
Wayne	1,361	74.1	1.2	4.0	45.3	23.6	24.4	0.7	0.8	0.0	81.0	12.9	6.1

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Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 10f. North Carolina Testing Program, Annual Writing Assessment, 1998-99
Percent of Students at or above 2.5, Score Point Distribution, and Convention Scores
Grade 7, by LEA
Central Region

	NUMBER TESTED	2.5 or above†	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE							NS	CONVENTION SCORES		
			4.0	3.5	3.0	2.5	2.0	1.5	1.0		++	+	-
State	**90,921**	**70.3**	**3.5**	**5.1**	**43.3**	**18.5**	**25.9**	**1.5**	**2.2**	**0.1**	**77.5**	**15.5**	**7.0**
Central Region	**27,143**	**69.1**	**4.2**	**5.0**	**43.6**	**16.3**	**27.0**	**1.3**	**2.5**	**0.1**	**82.1**	**12.7**	**5.1**
Alamance-Burlington	1,413	74.9	2.2	9.8	43.5	19.5	22.0	1.1	1.9	0.1	74.8	17.4	7.8
Lakeside School**	5	0.0	0.0	0.0	0.0	0.0	40.0	20.0	40.0	0.0	80.0	0.0	20.0
River Mill Charter**	22	68.2	0.0	0.0	54.5	13.6	27.3	0.0	0.0	4.5	95.5	0.0	4.5
Caswell	298	80.9	5.4	5.0	61.7	8.7	18.5	0.3	0.3	0.0	81.9	14.8	3.4
Chatham	525	69.3	4.0	8.0	28.6	28.8	27.2	2.1	1.3	0.0	72.2	16.8	11.0
Chatham Charter**	12	50.0	0.0	0.0	41.7	8.3	50.0	0.0	0.0	0.0	91.7	8.3	0.0
Woods Charter**	10	40.0	0.0	0.0	0.0	40.0	60.0	0.0	0.0	0.0	70.0	20.0	10.0
Durham	2,312	50.7	2.3	2.1	33.0	13.2	43.9	1.4	3.9	0.0	79.0	14.1	6.9
Carter Community**	21	57.1	0.0	0.0	42.9	14.3	23.8	9.5	9.5	0.0	85.7	4.8	9.5
Kestrel Heights**	34	47.1	0.0	0.0	17.6	29.4	38.2	0.0	14.7	0.0	82.4	11.8	5.9
Franklin	598	53.3	3.3	0.2	36.6	13.2	43.0	0.7	3.0	0.0	74.4	16.4	9.2
Granville	628	68.9	3.7	4.1	39.2	22.0	26.8	2.9	1.4	0.0	81.2	14.8	4.0
Guilford	4,514	76.1	4.7	5.7	50.8	15.0	20.8	1.0	2.1	0.0	84.1	11.9	4.0
Imani Institute**	27	59.3	0.0	0.0	55.6	3.7	40.7	0.0	0.0	0.0	81.5	14.8	3.7
Harnett	1,106	53.1	1.4	2.0	31.2	18.4	42.9	1.7	2.3	0.1	73.7	17.9	8.4
Johnston	1,351	64.6	3.7	3.0	44.3	13.6	33.1	0.7	1.6	0.0	87.5	9.4	3.1
Lee	648	74.5	3.7	7.1	43.5	20.2	19.0	2.2	4.3	0.0	82.4	9.1	8.5
Nash-Rocky Mount	1,218	68.6	2.5	3.6	43.3	19.1	26.8	1.4	3.2	0.0	69.5	20.2	10.3
Orange	429	71.3	6.1	7.0	47.3	11.0	24.7	2.1	1.9	0.0	77.9	14.2	7.9
Orange Co. Charter**	9	22.2	0.0	0.0	11.1	11.1	44.4	22.2	11.1	0.0	55.6	44.4	0.0
Chapel Hill-Carrboro City	659	77.1	10.9	7.4	46.4	12.3	18.5	1.4	2.7	0.3	84.5	11.2	4.2
Village Charter**	18	72.2	0.0	11.1	27.8	33.3	27.8	0.0	0.0	0.0	94.4	0.0	5.6
School in Community**	4	*	*	*	*	*	*	*	*	*	*	*	*
Person	418	72.2	1.9	1.7	48.1	20.6	26.1	0.2	1.4	0.0	83.7	12.4	3.8
Randolph	1,228	68.4	3.4	5.1	45.0	14.8	25.5	1.6	4.5	0.0	81.6	12.9	5.5
Asheboro City	297	74.4	2.7	10.1	45.1	16.5	21.2	2.0	2.4	0.0	87.2	9.8	3.0
Rockingham	1,030	74.4	2.3	4.1	49.9	18.1	23.4	1.1	1.2	0.0	75.3	19.9	4.8
Vance	538	55.4	2.0	1.7	34.0	17.7	37.7	3.0	3.9	0.0	79.4	17.8	2.8
Wake	6,662	73.1	6.5	6.0	46.6	14.0	23.9	0.6	2.4	0.1	89.9	7.6	2.4
Exploris**	56	89.3	3.6	16.1	50.0	19.6	10.7	0.0	0.0	0.0	98.2	1.8	0.0
Magellan**	61	96.7	16.4	19.7	47.5	13.1	3.3	0.0	0.0	0.0	100.0	0.0	0.0
Sterling Montessori**	9	100.0	0.0	0.0	66.7	33.3	0.0	0.0	0.0	0.0	100.0	0.0	0.0
East Wake Academy**	35	82.9	5.7	11.4	40.0	25.7	17.1	0.0	0.0	0.0	85.7	8.6	5.7
Sankore School**	27	22.2	0.0	3.7	0.0	18.5	51.9	11.1	14.8	0.0	66.7	33.3	0.0
Spare Academy**	14	42.9	0.0	0.0	21.4	21.4	42.9	7.1	7.1	0.0	71.4	14.3	14.3
Warren	251	42.6	1.6	1.6	21.9	17.5	41.4	6.0	8.8	1.2	74.1	15.1	10.8
Wilson	856	70.0	0.4	2.9	34.9	31.8	25.7	2.2	2.0	0.1	71.5	20.0	8.5

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.
**Charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

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Table 11a. North Carolina Testing Program, Annual Writing Assessment, 1998-99
Percent of Students at or above 2.5,
Grade 4, by Ethnicity and LEA, Western Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**96,649**	**55.2**	**1,479**	**59.6**	**1,379**	**59.9**	**28,586**	**43.2**	**2,480**	**46.8**	**1,440**	**54.7**	**60,664**	**61.2**
Western Region	**7,275**	**60.1**	**91**	**52.7**	**39**	**59.0**	**503**	**45.5**	**124**	**54.8**	**87**	**65.5**	**6,407**	**61.4**
Buncombe	1,932	64.1	4	*	12	83.3	100	43.0	27	63.0	34	76.5	1,750	65.0
Asheville City	333	49.5	1	*	2	*	149	33.6	3	*	9	22.2	165	66.1
Francine Delany**	19	68.4	0	*	0	*	7	28.6	0	*	1	*	10	90.0
Cherokee	248	73.4	5	60.0	1	*	5	80.0	2	*	4	*	230	73.0
The Learning Center**	8	25.0	0	*	0	*	0	*	0	*	0	*	8	25.0
Clay	105	67.6	0	*	1	*	1	*	0	*	0	*	103	68.0
Graham	110	52.7	16	50.0	0	*	0	*	0	*	0	*	94	53.2
Haywood	576	66.8	1	*	2	*	11	45.5	2	*	2	*	557	67.7
Henderson	874	63.0	4	*	4	*	32	50.0	52	42.3	13	53.8	765	65.1
Jackson	261	59.0	27	51.9	1	*	4	*	5	80.0	2	*	222	58.6
Summit Charter**	16	43.8	0	*	0	*	0	*	1	*	0	*	15	40.0
Macon	286	60.1	1	*	0	*	6	66.7	6	66.7	3	*	269	59.9
Madison	206	32.5	1	*	0	*	0	*	2	*	0	*	203	33.0
McDowell	527	51.2	2	*	11	27.3	23	43.5	5	60.0	3	*	481	52.0
Mitchell	174	55.7	0	*	0	*	0	*	4	*	0	*	169	55.6
Polk	193	58.0	0	*	2	*	19	73.7	3	*	1	*	167	56.3
Rutherford	770	52.5	6	*	3	*	118	50.8	9	77.8	7	57.1	630	52.1
Swain	119	62.2	27	51.9	0	*	1	*	0	*	1	*	90	66.7
Transylvania	307	73.9	1	*	0	*	22	63.6	3	*	7	71.4	274	74.5
Brevard Academy**	13	92.3	0	*	0	*	4	*	0	*	0	*	9	100.0
Yancey	198	55.1	1	*	0	*	1	*	0	*	0	*	196	55.6

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Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 11b. North Carolina Testing Program, Annual Writing Assessment, 1998-99
Percent of Students at or above 2.5,
Grade 4, by Ethnicity and LEA, Northwest Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	96,649	55.2	1,479	50.6	1,379	59.9	28,586	43.2	2,480	46.8	1,440	54.7	60,664	61.2
Northwest Region	14,981	56.4	37	37.8	284	50.0	2,330	43.1	378	46.0	191	49.7	11,689	59.7
Alexander	397	57.9	0	*	10	30.0	30	50.0	8	50.0	1	*	348	59.5
Alleghany	112	50.0	2	*	0	*	0	*	2	*	2	*	104	50.0
Ashe	287	58.9	0	*	0	*	1	*	0	*	2	*	283	59.0
Avery	196	70.4	1	*	0	*	1	*	0	*	2	*	192	70.3
Grandfather Academy**	2	*	0	*	0	*	0	*	0	*	0	*	2	*
Burke	1,105	59.1	2	*	87	54.0	83	45.8	12	41.7	11	63.6	905	61.0
Caldwell	946	54.4	4	*	7	0.0	59	59.3	7	57.1	12	41.7	853	54.7
Catawba	1,251	56.6	4	*	65	49.2	88	46.6	22	50.0	15	46.7	1,044	58.3
Englemann**	6	16.7	0	*	0	*	3	*	0	*	0	*	3	*
Hickory City	339	38.1	0	*	17	23.5	98	23.5	20	35.0	15	33.3	188	47.9
Newton Conover City	188	52.7	1	*	11	27.3	38	39.5	10	80.0	3	*	125	55.2
Davidson	1,405	54.8	9	44.4	5	40.0	32	46.9	10	30.0	5	20.0	1,337	55.5
Lexington City	228	42.5	0	*	9	44.4	105	38.1	15	26.7	5	60.0	94	48.9
Thomasville City	164	36.6	1	*	2	*	76	32.9	12	33.3	5	60.0	68	39.7
Davie	386	66.-	0	*	2	*	32	43.8	11	63.6	2	*	335	62.4
Winston-Salem/Forsyth	3,297	58.4	3	*	30	66.7	1,221	46.5	114	46.5	55	52.7	1,856	67.0
C.G. Woodson**	24	33.3	0	*	0	*	24	33.3	0	*	0	*	0	*
Iredell-Statesville	1,334	56.2	3	*	28	60.7	243	37.9	29	37.9	22	54.5	1,003	61.2
Mooresville City	274	57.3	0	*	4	*	37	35.1	3	*	3	*	207	63.8
Stokes	367	47.1	3	*	2	*	30	26.7	8	25.0	7	28.6	514	48.8
Surry	668	65.7	2	*	2	*	23	60.9	40	70.0	5	40.0	594	66.0
Elkin City	77	62.3	0	*	0	*	5	40.0	1	*	2	*	69	65.2
Bridges**	17	70.6	0	*	0	*	4	*	0	*	0	*	13	84.6
Mount Airy City	156	60.3	0	*	2	*	18	33.3	6	50.0	1	*	127	66.1
Watauga	554	65.0	0	*	1	*	4	*	1	*	6	66.7	340	65.0
Wilkes	736	56.8	1	*	0	*	40	42.5	16	43.8	5	60.0	674	57.9
ABCS**	11	18.2	0	*	0	*	0	*	2	*	0	*	9	22.2
Yadkin	434	51.3	1	*	0	*	15	26.7	29	37.9	8	20.0	402	53.7

Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

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Table 11c. North Carolina Testing Program, Annual Writing Assessment, 1998-99
Percent of Students at or above 2.5,
Grade 4, by Ethnicity and LEA, Southwest Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above[1]	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**96,649**	**55.2**	**1,479**	**50.6**	**1,379**	**59.9**	**28,586**	**43.2**	**2,480**	**46.8**	**1,440**	**54.7**	**60,664**	**61.2**
Southwest Region	**21,152**	**56.3**	**219**	**50.7**	**416**	**55.8**	**6,370**	**43.2**	**534**	**46.6**	**262**	**61.1**	**13,232**	**63.1**
Anson	352	48.3	0	*	0	*	217	43.3	1	*	2	*	130	56.2
Cabarrus	1,387	67.1	8	62.5	11	81.8	173	45.7	31	35.5	15	60.0	1,144	71.2
Kannapolis City	288	57.6	2	*	4	*	80	45.0	10	80.0	2	*	189	60.8
Cleveland	745	48.9	3	*	1	*	180	34.4	6	16.7	9	55.6	545	53.9
Kings Mountain City	389	64.0	2	*	6	66.7	76	50.0	2	*	9	66.7	292	68.2
Shelby City	259	47.1	0	*	1	*	152	38.8	2	*	5	20.0	99	61.6
Gaston	2,341	63.1	7	42.9	31	71.0	492	52.6	26	73.1	20	60.0	1,750	66.1
Hoke	495	51.1	60	45.0	3	*	214	45.3	16	43.8	18	50.0	179	61.5
Lincoln	816	52.1	2	*	1	*	74	31.1	23	52.0	7	85.7	701	53.9
Lincoln Charter**	20	40.0	0	*	0	*	2	*	0	*	0	*	18	44.4
Charlotte-Mecklenburg	7,668	54.5	29	58.6	277	55.2	3,188	42.9	279	41.5	93	59.1	3,810	64.9
Community Charter**	14	28.6	0	*	0	*	9	11.1	0	*	0	*	5	60.0
Montgomery	340	53.2	0	*	11	63.6	103	39.8	54	31.9	1	*	170	61.2
Moore	852	58.6	19	42.1	2	*	206	41.7	28	46.4	19	78.9	569	65.0
Richmond	655	47.2	16	25.0	6	50.0	264	35.2	8	25.0	10	40.0	343	58.6
Rowan-Salisbury	1,513	49.7	7	28.6	14	35.7	283	36.4	33	45.5	21	61.9	1,145	53.2
Scotland	496	58.1	52	63.5	2	*	235	49.4	4	*	5	80.0	198	65.7
Stanly	781	53.1	2	*	19	35.9	105	47.6	9	33.3	7	85.7	616	55.2
Union	1,743	64.4	10	90.0	7	57.1	317	46.1	50	58.0	19	68.4	1,329	68.9

Notes: [1] The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

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Table 11d. North Carolina Testing Program, Annual Writing Assessment, 1998-99
Percent of Students at or above 2.5,
Grade 4, by Ethnicity and LEA, Northeast Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	96,649	55.2	1,479	50.6	1,379	59.9	28,586	43.2	2,480	46.8	1,440	54.7	60,664	61.2
Northeast Region	6,617	47.7	57	57.9	16	43.8	3,384	41.2	77	45.5	51	49.0	2,995	54.9
Beaufort	524	45.6	0	*	1	*	223	30.9	6	50.0	7	28.6	286	57.7
Bertie	299	41.1	0	*	0	*	243	40.3	2	*	0	*	54	44.4
Camden	97	48.5	1	*	0	*	25	40.0	1	*	1	*	68	51.5
Edenton Chowan	200	42.5	0	*	1	*	87	35.6	2	*	2	*	108	48.1
Currituck	256	44.1	0	*	1	*	32	31.3	2	*	1	*	217	46.1
Dare	355	62.0	1	*	0	*	17	47.1	5	80.0	5	60.0	326	62.6
Edgecombe	569	42.7	2	*	0	*	337	39.5	10	20.0	2	*	217	49.3
Gates	169	47.3	0	*	0	*	74	39.2	0	*	1	*	93	51.8
Halifax	460	60.0	38	68.4	0	*	389	57.8	2	*	3	*	27	74.1
Roanoke Rapids City	250	67.6	2	*	1	*	38	55.3	1	*	1	*	204	70.1
Weldon City	74	37.8	3	*	1	*	61	34.4	0	*	1	*	7	57.1
Hertford	286	43.0	4	*	0	*	224	40.6	0	*	0	*	53	52.8
Hyde	68	16.2	0	*	0	*	39	12.8	1	*	0	*	28	21.4
Martin	402	39.1	0	*	1	*	223	35.0	3	*	0	*	173	44.5
Northampton	265	58.1	0	*	0	*	208	56.7	0	*	2	*	55	61.8
Elizabeth City/Pasquotank	468	47.9	3	*	3	*	224	40.2	4	*	5	0.0	229	55.9
Perquimans	137	38.7	0	*	0	*	59	35.6	2	*	1	*	72	38.9
Pitt *	1,509	48.8	3	*	7	42.9	749	40.3	34	41.2	15	46.7	686	58.3
Tyrrell	55	52.7	0	*	0	*	20	35.0	1	*	0	*	34	61.8
Washington	174	27.0	0	*	0	*	112	25.0	1	*	2	*	58	29.3

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

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Table 11e. North Carolina Testing Program, Annual Writing Assessment, 1998-99
Percent of Students at or above 2.5,
Grade 4, by Ethnicity and LEA, Southeast Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**96,649**	**55.2**	**1,479**	**50.6**	**1,379**	**59.9**	**28,586**	**43.2**	**2,480**	**46.8**	**1,440**	**54.7**	**60,664**	**61.2**
Southeast Region	**17,189**	**53.6**	**910**	**51.2**	**99**	**63.6**	**6,203**	**45.2**	**540**	**51.7**	**357**	**52.9**	**8,944**	**59.7**
Bladen	445	51.2	7	57.1	0	*	218	43.1	5	60.0	4	*	207	59.9
Brunswick	777	47.4	12	33.3	0	*	181	38.1	7	42.9	17	47.1	556	50.4
Carteret	607	46.8	5	60.0	1	*	62	35.5	2	*	9	33.3	525	48.2
Tiller School**	19	63.2	1	*	0	*	0	*	0	*	0	*	18	66.7
Columbus	501	51.9	32	46.9	0	*	195	45.1	7	14.3	1	*	264	58.0
Whiteville City	199	69.3	2	*	0	*	93	61.3	1	*	2	*	101	77.2
Craven	1,121	54.7	3	*	8	50.0	381	44.4	26	50.0	23	47.8	675	60.9
Cumberland	3,973	56.3	87	42.5	43	67.4	1,758	48.7	177	60.5	131	58.0	1,711	63.5
Duplin	608	64.0	0	*	0	*	216	58.8	74	54.1	2	*	313	69.6
Greene	195	39.5	0	*	0	*	102	31.4	11	36.4	1	*	80	50.0
Jones	135	33.3	0	*	0	*	73	26.0	2	*	2	*	58	41.4
Lenoir	743	47.4	0	*	0	*	375	40.3	19	63.2	6	16.7	342	54.7
Children's Village Academy**	13	0.0	0	*	0	*	13	0.0	0	*	0	*	0	*
New Hanover	1,598	55.1	10	60.0	8	75.0	453	38.9	12	41.7	34	50.0	1,072	62.3
Onslow	1,620	55.3	17	64.7	28	60.7	363	45.5	54	50.0	64	59.4	1,077	58.3
Phase Academy**	15	13.3	0	*	0	*	13	15.4	0	*	0	*	2	*
Pamlico	131	51.1	0	*	0	*	38	44.7	1	*	1	*	90	53.3
Arapahoe**	38	55.3	1	*	0	*	10	50.0	1	*	4	*	22	59.1
Pender	465	61.3	3	*	0	*	145	53.1	7	42.9	2	*	306	65.4
Robeson	1,727	50.2	708	52.0	1	*	579	42.8	26	42.3	24	37.5	384	59.9
Sampson	593	50.3	13	46.2	1	*	197	47.2	54	44.4	3	*	325	53.2
Clinton City	200	48.5	8	62.5	0	*	107	41.1	6	33.3	5	40.0	72	59.7
Wayne	1,448	54.8	1	*	9	55.6	616	46.8	48	43.8	22	54.5	742	62.8
Bright Horizons**	18	11.1	0	*	0	*	15	13.3	0	*	0	*	2	*

Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

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Table 11f. North Carolina Testing Program, Annual Writing Assessment, 1998-99
Percent of Students at or above 2.5,
Grade 4, by Ethnicity and LEA, Central Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	**96,649**	**55.2**	**1,479**	**50.6**	**1,379**	**59.9**	**28,586**	**43.2**	**2,480**	**46.8**	**1,440**	**54.7**	**60,664**	**61.2**
Central Region	**29,435**	**55.2**	**165**	**46.7**	**525**	**68.4**	**9,796**	**42.5**	**827**	**43.0**	**492**	**53.3**	**17,397**	**62.6**
Alamance-Burlington	1,581	44.8	7	71.4	20	60.0	433	31.4	67	26.9	18	27.8	1,029	51.4
River Mill Charter**	20	20.0	0	*	0	*	1	*	0	*	0	*	18	16.7
Caswell	290	49.0	3	*	0	*	128	43.8	2	*	1	*	156	52.6
Chatham	570	56.1	2	*	0	*	145	40.7	32	43.8	10	60.0	377	63.4
Chatham Charter**	16	18.8	0	*	1	*	0	*	0	*	0	*	15	20.0
Durham	2,346	38.9	12	33.3	37	70.3	1,390	29.7	62	22.6	33	39.4	789	55.0
Maureen Joy**	27	25.9	0	*	0	*	26	26.9	0	*	0	*	1	*
Carter Community**	11	9.1	0	*	0	*	11	9.1	0	*	0	*	0	*
Turning Point**	14	57.1	0	*	0	*	12	50.0	0	*	1	*	1	*
Franklin	553	51.7	3	*	3	*	220	44.5	13	46.2	5	0.0	305	58.0
Granville	622	49.5	1	*	2	*	223	36.0	10	30.0	5	20.0	370	58.6
Guilford	4,906	62.8	43	46.5	135	58.5	1,978	51.7	73	54.8	119	62.2	2,543	72.3
Harnett	1,254	45.9	12	33.3	5	80.0	394	39.3	35	28.6	24	54.2	746	49.1
Johnston	1,472	56.2	6	33.3	5	40.0	307	42.0	79	46.8	23	47.8	1,045	61.4
Lee	714	45.4	2	*	4	*	213	35.2	88	42.0	2	*	398	51.5
Nash-Rocky Mount	1,303	51.7	2	*	10	60.0	654	42.8	30	50.0	12	25.0	592	61.8
Charter Public**	82	48.8	0	*	0	*	60	46.7	1	*	2	*	18	55.6
Orange	492	49.8	5	20.0	1	*	120	33.3	9	22.2	9	33.3	346	57.2
Orange Co. Charter**	18	55.6	1	*	0	*	1	*	0	*	1	*	15	53.3
Chapel Hill-Carrboro City	681	67.1	1	*	55	80.0	115	38.1	15	60.0	23	65.2	466	73.2
Village Charter**	18	22.2	0	*	0	*	6	33.3	0	*	0	*	10	20.0
Person	466	52.4	2	*	1	*	184	40.8	11	36.4	2	*	263	60.8
Randolph	1,378	55.2	7	57.1	5	60.0	63	46.0	31	41.9	18	66.7	1,248	55.8
Asheboro City	331	48.9	0	*	5	60.0	46	19.6	39	38.5	5	20.0	235	57.0
Rockingham	1,148	53.9	2	*	1	*	293	47.1	27	44.4	16	43.8	806	56.9
Vance	642	52.8	1	*	2	*	408	48.3	12	50.0	7	57.1	208	61.5
Wake	7,308	61.7	35	42.9	227	73.0	1,767	44.0	165	52.7	144	55.6	4,893	68.2
Magellan**	63	87.3	0	*	2	*	7	57.1	2	*	3	*	48	89.6
Sterling Montessori**	22	22.7	0	*	1	*	1	*	0	*	1	*	19	26.3
Franklin Academy**	23	43.5	0	*	0	*	2	*	0	*	0	*	21	42.9
East Wake Academy**	30	43.3	0	*	0	*	5	20.0	0	*	0	*	25	48.0
Spare Academy**	21	19.0	1	*	0	*	20	20.0	0	*	0	*	0	*
Warren	254	47.2	14	57.1	0	*	198	45.5	1	*	1	*	40	55.0
Wilson	732	61.5	1	*	3	*	341	58.1	21	52.4	6	66.7	351	65.8
S.B. Howard**	27	29.6	0	*	0	*	24	29.2	2	*	1	*	0	*

Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

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Table 12a. North Carolina Testing Program, Annual Writing Assessment, 1998-99
Percent of Students at or above 2.5,
Grade 7, by Ethnicity and LEA, Western Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	90,921	70.3	1,432	62.8	1,423	76.5	25,685	58.3	2,085	61.1	1,351	70.2	58,452	76.1
Western Region	7,029	74.8	90	63.3	49	81.6	442	63.1	98	66.3	67	71.6	6,247	75.9
Buncombe	1,857	73.5	12	33.3	16	93.8	108	63.0	17	70.6	20	70.0	1,674	74.5
Asheville City	271	75.6	0	*	3	*	115	70.4	9	77.8	6	66.7	134	79.9
Cherokee	263	82.9	7	42.9	1	*	2	*	3	*	3	*	244	83.6
The Learning Center**	11	63.6	0	*	0	*	0	*	0	*	0	*	11	63.6
Clay	93	68.8	1	*	0	*	0	*	1	*	0	*	91	69.2
Graham	87	80.5	12	75.0	0	*	0	*	1	*	2	*	71	81.7
Haywood	584	71.3	3	*	2	*	8	50.0	4	*	5	60.0	562	76.0
Henderson	857	80.4	1	*	9	88.9	44	54.5	37	62.2	10	80.0	753	82.6
Jackson	278	73.7	24	79.2	0	*	3	*	1	*	2	*	243	74.1
Summit Charter**	10	90.0	0	*	0	*	0	*	0	*	0	*	10	90.0
Macon	297	69.0	1	*	2	*	0	*	1	*	2	*	288	69.8
Madison	170	54.7	0	*	0	*	1	*	0	*	0	*	169	55.0
McDowell	480	64.2	2	*	11	45.5	19	52.6	8	50.0	5	40.0	432	65.3
Mitchell	191	60.2	0	*	0	*	1	*	0	*	0	*	190	60.0
Polk	179	84.4	0	*	1	*	14	78.6	6	100.0	1	*	156	85.3
Rutherford	781	76.1	3	*	3	*	112	59.8	7	57.1	4	*	650	78.8
Swain	125	79.2	23	60.9	0	*	1	*	0	*	1	*	100	84.0
Transylvania	310	91.3	1	*	0	*	12	75.0	2	*	5	100.0	289	91.7
Brevard Academy**	8	62.5	0	*	0	*	1	*	0	*	0	*	7	71.4
Yancey	177	73.4	0	*	1	*	1	*	1	*	1	*	173	73.4

Notes: † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

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Table 12b. North Carolina Testing Program, Annual Writing Assessment, 1998-99
Percent of Students at or above 2.5,
Grade 7, by Ethnicity and LEA, Northwest Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above[†]	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	90,921	70.3	1,432	62.8	1,423	76.5	25,685	58.3	2,085	61.1	1,351	70.2	58,452	76.1
Northwest Region	14,070	74.0	50	68.0	317	69.7	2,022	63.8	319	59.2	151	76.8	11,166	76.4
Alexander	395	59.7	1	*	9	44.4	25	40.0	4	*	2	*	353	61.8
Alleghany	95	67.4	0	*	0	*	3	*	0	*	1	*	91	69.2
Ashe	246	80.9	0	*	2	*	0	*	1	*	1	*	241	80.5
Avery	173	82.1	0	*	0	*	0	*	1	*	1	*	170	81.8
Grandfather Academy**	7	14.3	0	*	0	*	1	*	0	*	0	*	6	0.0
Burke	1,050	80.0	3	*	101	74.3	71	63.4	14	78.6	12	75.0	844	82.2
Caldwell	860	76.2	3	*	4	*	56	64.3	8	50.0	5	60.0	781	77.3
Catawba	1,144	78.1	5	80.0	53	71.7	63	65.1	20	65.0	11	90.9	988	79.4
Hickory City	326	72.1	2	*	30	56.7	75	54.7	5	40.0	9	88.9	205	81.0
Newton Conover City	191	62.8	0	*	12	58.3	27	59.3	4	*	6	100.0	142	62.7
Davidson	1,428	69.9	11	72.7	8	100.0	26	61.5	6	50.0	4	*	1,372	69.8
Lexington City	231	49.4	2	*	20	45.0	114	41.2	13	53.8	7	71.4	75	60.0
Thomasville City	150	44.7	1	*	0	*	79	44.3	4	*	1	*	64	40.6
Davie	366	79.8	1	*	2	*	31	71.0	10	40.0	3	*	319	15.3
Winston-Salem/Forsyth	2,737	72.7	11	72.7	31	67.7	942	69.3	112	50.0	43	76.7	1,584	84.8
Lift Academy**	9	22.2	1	*	0	*	8	25.0	0	*	0	*	0	*
Quality Education**	25	44.0	0	*	0	*	25	44.0	0	*	0	*	0	*
Downtown Middle**	186	64.0	0	*	2	*	62	54.8	0	*	6	50.0	116	69.8
C.G. Woodson**	19	78.9	0	*	0	*	19	78.9	0	*	0	*	0	*
Iredell-Statesville	1,153	83.2	5	100.0	21	76.2	207	73.9	25	88.0	11	90.9	879	85.3
Mooresville City	274	57.3	1	*	5	80.0	46	47.8	1	*	1	*	218	59.2
Stokes	553	60.9	0	*	1	*	26	42.3	6	33.3	6	66.7	513	62.0
Surry	589	84.0	1	*	1	*	29	79.3	33	66.7	5	40.0	518	85.7
Elkin City	64	79.7	0	*	1	*	7	57.1	1	*	0	*	55	83.6
Bridges**	9	88.9	0	*	0	*	2	*	0	*	1	*	6	83.3
Mount Airy City	146	65.1	0	*	8	50.0	19	63.2	2	*	0	*	118	66.9
Watauga	413	88.6	0	*	1	*	5	100.0	5	100.0	3	*	398	88.2
Wilkes	768	58.9	1	*	3	*	36	47.2	9	55.6	6	50.0	710	59.4
Yadkin	463	79.7	1	*	2	*	18	88.9	35	62.9	6	66.7	400	81.0

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Notes: [†] The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 12c. North Carolina Testing Program, Annual Writing Assessment, 1998-99
Percent of Students at or above 2.5,
Grade 7, by Ethnicity and LEA, Southwest Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	90,921	70.3	1,432	62.8	1,423	76.5	25,685	58.3	2,085	61.1	1,351	70.2	58,452	76.1
Southwest Region	19,754	71.6	223	59.6	406	77.6	5,624	58.3	454	62.6	238	69.3	12,731	78.0
Anson	286	74.8	0	*	3	*	177	67.8	1	*	4	*	101	88.1
Cabarrus	1,358	77.7	8	87.5	8	75.0	162	59.3	25	68.0	16	68.8	1,133	80.8
Kannapolis City	307	64.2	0	*	3	*	93	54.8	12	75.0	6	100.0	193	67.9
Cleveland	687	68.7	0	*	1	*	150	57.3	4	*	4	*	527	71.9
Kings Mountain City	306	78.4	1	*	8	87.5	64	73.4	2	*	5	100.0	226	79.2
Shelby City	230	64.8	1	*	0	*	102	48.0	2	*	5	80.0	120	78.3
Gaston	2,305	81.3	7	57.1	29	89.7	425	73.6	28	75.0	18	88.9	1,790	83.2
Hoke	438	58.7	74	51.4	2	*	209	56.0	11	81.8	23	69.6	114	65.8
Lincoln	759	71.0	1	*	3	*	59	57.6	33	60.6	6	83.3	654	72.6
Charlotte Mecklenburg	6,997	69.8	25	64.0	274	78.8	2,816	57.7	201	62.2	90	66.7	3,558	79.4
Kennedy Charter**	2	*	0	*	0	*	1	*	0	*	0	*	1	*
Lake Norman**	48	87.5	0	*	1	*	1	*	0	*	1	*	45	88.9
Montgomery	314	69.4	1	*	10	70.0	79	50.6	29	72.4	3	*	192	77.1
Moore	765	75.8	9	88.9	2	*	176	68.2	15	66.7	9	77.8	551	78.0
MAST**	23	60.6	0	*	0	*	3	*	0	*	0	*	20	75.0
Richmond	575	69.2	15	40.0	5	100.0	192	57.8	9	55.6	7	57.1	345	76.8
Rowan-Salisbury	1,516	66.3	7	71.4	19	73.7	337	41.5	23	56.5	10	50.0	1,111	74.1
Scotland	501	70.5	61	63.9	2	*	225	64.0	3	*	9	55.6	200	80.0
Stanly	764	68.7	2	*	30	63.3	112	52.7	10	60.0	5	60.0	603	72.1
Union	1,573	72.2	11	45.5	6	50.0	241	53.1	46	41.3	17	64.7	1,245	77.4

Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

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Table 12d. North Carolina Testing Program, Annual Writing Assessment, 1998-99
Percent of Students at or above 2.5,
Grade 7, by Ethnicity and LEA, Northeast Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above*	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	90,921	70.3	1,432	62.8	1,423	76.5	25,685	58.3	2,085	61.1	1,351	70.2	58,452	76.1
Northeast Region	6,413	64.2	54	55.6	26	84.6	3,151	55.4	48	66.7	54	64.8	3,054	73.1
Beaufort	546	63.4	2	*	2	*	206	52.4	5	60.0	5	20.0	324	70.7
Bertie	275	68.7	2	*	1	*	219	63.9	2	*	3	*	47	68.1
Camden	122	52.5	0	*	1	*	22	36.4	0	*	0	*	99	55.6
Edenton Chowan	198	55.1	0	*	0	*	109	45.9	0	*	3	*	86	67.4
Currituck	270	70.4	3	*	0	*	23	87.0	1	*	1	*	242	70.2
Dare	338	92.0	1	*	0	*	8	87.5	4	*	2	*	321	92.2
Edgecombe	547	57.1	1	*	1	*	316	44.9	6	66.7	2	*	219	61.6
Gates	169	67.4	0	*	0	*	77	45.5	2	*	1	*	88	67.0
Halifax	394	73.6	28	75.0	1	*	348	73.0	0	*	1	*	14	85.7
Roanoke Rapids City	265	81.0	2	*	1	100.0	89	61.5	3	*	4	*	209	84.2
Weldon City	77	51.9	0	*	0	*	70	52.9	0	*	1	*	6	33.3
Hertford	500	46.9	6	33.3	0	*	241	41.9	1	*	2	*	58	65.5
Hyde	85	47.1	0	*	0	*	26	30.8	1	*	0	*	28	64.3
Martin	341	74.8	0	*	0	*	178	65.7	4	*	1	*	153	84.3
Northampton	254	65.4	0	*	0	*	199	64.5	1	*	2	*	52	67.3
Elizabeth City Pasquotank	409	68.4	1	*	5	60.0	216	60.2	1	*	1	*	241	75.5
Perquimans	151	50.3	1	*	1	*	52	40.4	0	*	0	*	97	56.7
Pitt	1,394	61.5	6	50.0	9	88.9	651	50.1	15	66.0	19	52.6	693	71.8
Right Step**	14	28.6	0	*	0	*	14	28.6	0	*	0	*	0	*
Terrell	94	63.0	1	*	0	*	27	70.4	0	*	1	*	25	60.0
Washington	173	65.3	0	*	0	*	110	61.8	2	*	1	*	58	72.4

Notes: * The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

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Table i2e. North Carolina Testing Program, Annual Writing Assessment, 1998-99
Percent of Students at or above 2.5,
Grade 7, by Ethnicity and LEA, Southeast Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	90,921	70.3	1,432	62.8	1,423	76.5	25,685	58.3	2,085	61.1	1,351	70.2	58,452	76.1
Southeast Region	16,512	68.1	882	63.4	128	75.8	5,740	60.0	473	65.1	405	71.4	8,748	73.9
Bladen	410	62.2	6	50.0	2	*	204	57.4	1	*	4	*	192	68.2
Brunswick	695	77.0	10	60.0	2	*	143	70.6	9	100.0	9	66.7	522	78.7
Carteret	688	80.1	4	*	4	*	70	68.6	6	66.7	11	72.7	587	81.4
Columbus	551	63.2	36	63.9	0	*	213	56.8	4	*	3	*	294	68.7
Whiteville City	198	81.8	3	*	1	*	82	73.2	1	*	2	*	109	89.0
Craven	1,091	59.9	4	*	8	62.5	363	49.6	22	63.6	23	52.2	665	65.6
Cumberland	3,841	73.8	103	66.0	52	84.6	1,635	66.3	168	75.6	160	78.8	1,659	81.0
Duplin	620	70.2	2	*	0	*	243	63.8	54	59.3	9	77.8	310	76.8
Greene	243	29.6	0	*	0	*	133	24.1	16	25.0	0	*	94	38.3
Jones	108	64.8	0	*	0	*	51	56.9	1	*	1	*	53	73.6
Lenoir	763	58.3	1	*	0	*	405	49.1	17	64.7	2	*	335	68.7
New Hanover	1,466	73.4	10	40.0	7	71.4	387	58.9	11	63.6	22	72.7	1,017	79.8
Onslow	1,541	53.9	22	50.0	26	50.0	332	43.4	58	50.0	86	59.3	992	57.5
Phase Academy**	10	40.0	0	*	0	*	8	37.5	0	*	0	*	1	*
Pamlico	123	78.0	1	*	0	*	34	67.6	3	*	0	*	84	82.1
Arapahoe**	23	69.6	0	*	1	*	1	*	0	*	0	*	21	66.7
Pender	454	68.7	0	*	0	*	134	59.7	9	55.6	2	*	306	73.2
Robeson	1,565	63.7	645	64.8	8	62.5	489	58.9	13	76.9	32	68.8	375	66.9
CIS Academy**	23	17.4	14	14.3	0	*	3	*	0	*	0	*	5	40.0
Sampson	554	69.1	9	55.6	1	*	168	61.9	52	55.8	10	90.0	314	74.8
Clinton City	184	85.3	11	90.9	0	*	82	78.0	2	*	2	*	87	93.1
Wayne	1,361	74.1	1	*	16	87.5	560	68.4	26	76.9	27	85.2	726	78.0

Notes † The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

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Table 12f. North Carolina Testing Program, Annual Writing Assessment, 1998-99
Percent of Students at or above 2.5, Grade 7, by Ethnicity and LEA, Central Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	2.5 or above†	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above	NUMBER TESTED	2.5 or above
State	90,921	70.3	1,432	62.8	1,423	76.5	25,685	58.3	2,085	61.1	1,351	70.2	58,452	76.1
Central Region	27,143	69.1	133	64.7	497	79.3	8,706	56.7	693	57.0	436	67.7	16,506	76.1
Alamance-Burlington	1,413	74.9	2	*	16	87.5	357	65.8	43	48.8	21	71.4	970	79.4
Lakeside School**	5	0.0	0	*	0	*	1	*	0	*	0	*	4	*
River Mill Charter**	22	68.2	0	*	0	*	0	*	0	*	1	*	20	65.0
Caswell	295	80.9	1	*	0	*	131	77.9	5	100.0	2	*	155	83.2
Chatham	525	69.3	2	*	0	*	112	52.7	30	70.0	7	71.4	372	73.9
Chatham Charter**	12	50.0	0	*	0	*	0	*	0	*	0	*	12	50.0
Woods Charter**	10	40.0	0	*	0	*	1	*	1	*	0	*	8	37.5
Durham	2,112	50.7	11	45.5	17	64.9	1,207	41.2	59	32.2	33	57.6	752	66.9
Carter Community**	21	57.1	0	*	0	*	18	66.7	0	*	2	*	1	*
Kestrel Heights**	34	47.1	0	*	0	*	19	52.6	0	*	1	*	14	42.9
Franklin	598	53.3	0	*	1	*	250	44.8	15	73.3	5	40.0	322	59.6
Granville	628	68.9	1	*	4	*	231	62.3	8	75.0	4	*	372	72.6
Guilford	4,514	76.1	27	70.4	134	70.1	1,581	66.7	73	63.0	105	75.2	2,572	82.9
Imani Institute**	27	59.3	0	*	0	*	23	60.9	0	*	0	*	4	*
Harnett	1,106	53.1	13	46.2	4	*	315	51.1	51	35.3	25	52.0	695	55.5
Johnston	1,351	64.6	10	60.0	3	*	280	56.4	41	43.9	19	57.9	989	68.3
Lee	648	74.5	4	*	8	100.0	188	64.4	59	62.7	8	75.0	379	80.7
Nash-Rocky Mount	1,218	68.6	3	*	8	75.0	638	61.1	20	55.0	20	70.0	524	78.1
Orange	429	71.3	1	*	2	*	91	67.0	11	54.5	8	75.0	315	73.3
Orange Co. Charter**	9	22.2	1	*	0	*	1	*	0	*	0	*	7	14.3
Chapel Hill-Carrboro City	659	77.1	2	*	44	86.4	99	47.5	15	60.0	19	68.4	471	83.9
Village Charter**	18	72.2	0	*	1	*	6	66.7	0	*	0	*	10	70.0
School in Community**	4	*	0	*	0	*	2	*	0	*	0	*	2	*
Person	418	72.2	3	*	0	*	142	71.8	3	*	6	66.7	261	72.4
Randolph	1,228	68.4	11	81.8	4	*	60	60.0	39	64.1	6	66.7	1,105	68.7
Asheboro City	297	74.4	1	*	6	100.0	51	66.7	20	60.0	3	*	215	77.2
Rockingham	1,030	74.4	2	*	2	*	253	63.6	13	84.6	5	60.0	754	78.0
Vance	538	55.4	2	*	1	*	348	47.7	3	*	1	*	182	70.3
Wake	6,662	73.1	20	70.0	211	84.4	1,614	54.9	150	62.0	122	67.2	4,479	79.8
Explorys**	56	89.3	0	*	0	*	7	71.4	1	*	1	*	47	93.6
Magellan**	61	96.7	0	*	3	*	5	100.0	0	*	0	*	53	98.1
Sterling Montessori**	9	100.0	0	*	0	*	0	*	0	*	2	*	7	100.0
East Wake Academy**	35	82.9	0	*	0	*	0	*	1	*	2	*	32	81.3
Sankofa School**	27	22.2	0	*	0	*	25	20.0	0	*	2	*	0	*
Sparc Academy**	14	42.9	0	*	0	*	13	46.2	0	*	0	*	0	*
Warren	251	42.6	14	57.1	0	*	178	38.8	4	*	1	*	53	54.7
Wilson	856	70.0	2	*	8	75.0	459	61.0	28	71.4	5	100.0	348	81.9

Notes: †The Accountability Standard formula is the sum of students scoring 2.5, 3.0, 3.5, and 4.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
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Part II

North Carolina Test of English II

Grade 10

North Carolina
1998-99 English II Report of Student Performance
Grade 10

Overview

- The English II Assessment of Writing, an end-of-course test, is a component of the North Carolina Statewide Testing Program. It is a state-mandated assessment of student performance in writing at grade 10 that focuses on World Literature other than British or American.

- The North Carolina Assessment of English II was administered statewide in Summer 1998, November 1998, March 1999, and April 1999. This is the eighth year the English II assessment has been given to all English II students. Student essays are scored on a six-point scale for content and a three-point, four-domain scale for conventions. A standard of 3.0 for English II (Level III or above) was adopted by the State Board of Education in September 1997. (Previous reports used a reference point of 3.5.)

Findings

- Student performance in English II increased this year when compared to student performance in 1997-98. Although scores improved statewide, there was variation in student performance in English II among schools and school districts.

- Statewide student performance in English II increased by 10.8 percentage points when compared to the previous year. In 1998-99 approximately 56.8 percent of all students who took the test achieved a score of 3.0 (the standard) or greater. In 1997-98, 46.0 percent of the students who took the test achieved a score of 3.0 or greater.

- Higher percentages of female students than male students received the top writing scores.

- Generally, a greater percentage of White students (65.2%) received higher English II scores followed by the percentage of Asian students (59.1%), Multi-racial students (55.5%), Other Students (54.9%), Hispanic students (47.3%), American Indian students (41.1%), and Black students (38.8%).

- While North Carolina schools continue to work diligently preparing students to meet more rigorous standards in the basic academic areas, in writing there are still disparities among students, classrooms, schools, and ethnic groups.

- Our continuing challenge is to emphasize and focus more on communication skills in the classroom. Whether oral, visual, or written, effective communication skills are the result of active learning and frequent use of higher level thinking skills. The State Board of Education has reaffirmed its belief that writing is a basic skill that must continue to be

emphasized in every classroom by including the assessment of writing as a component of the ABCs Accountability Program.

- Providing students with a solid educational foundation in writing and communication skills ensures that they are better prepared to become successful and competitive in the global marketplace of the twenty-first century.

- Table 1 on page 77 depicts percentages of students in the state scoring at or above the current accountability reference point of 3.0. A disaggregation by ethnicity and gender is also provided.

What is the English II Essay Assessment?

- The North Carolina Test of English II, a component of the North Carolina Statewide Testing Program, is a state-mandated assessment of student performance in writing at grade 10.

- The writing assessment was added to the North Carolina Testing Program in 1991-92 to place a greater emphasis on writing statewide. The revised North Carolina *Standard Course of Study (SCS)* emphasizes writing as a basic skill that can be improved with appropriate emphasis. The measurement of writing ensures that ample time and resources are allotted for the development of the writing process in the classroom.

- The purposes of the English II test are to assess mastery of the writing curriculum, to assess the application of grammatical skills, and to assess achievement of literary analysis. All students enrolled in English II are required to respond to an expository, literature-based prompt for their writing task.

How is the English II Essay administered?

- On the day of testing, the teacher removes from a sealed envelope individual copies of a writing prompt. The writing prompt provides instructions that set forth the task. Each student has 100 minutes to write a composition in response to the prompt. Scheduled extended time may be allotted to students with special needs, or students with limited language proficiency, if appropriate.

How are scores reported?

- Each year students' scored compositions, student and classroom scores, and scoring guides are returned to English II teachers several weeks after scoring. Teachers are encouraged to use the scoring guides along with the student essays to acquire a better understanding of the scoring criteria and to interpret scores for students and parents. Teachers receive a class roster with focused holistic scores as well as analytic scores for conventions for each student.

- Each year summary scores are returned to all schools and school systems in the state.

How are the compositions scored?

- Each student composition is scored by two independent readers. The composition is assigned a 0 - 6 or Non-Scorable score by each reader. For an essay where the two scores are discrepant by a single score point, a mid-point score is assigned to the student's composition. For example, a student may receive 2.5, 3.5, 4.5, etc. as a score.

There were English II 81,563 public school student papers which were scored by two readers and re-scored by the scoring director if the readers differed by more than one point on the six-point scale. The agreement rate of the readers is shown below in Table 2.

Table 2

English II Reader Agreement Status Across Administrations

Total Public School Papers	Perfect Agreement Percent	Adjacent Agreement Percent	Resolution Required Percent
81,563	73.7	25.9	0.4

The 65 percent criterion rate for perfect agreement required by the State Board of Education was exceeded and the resolutions required were few.

- The assigned score point reflects each student's performance with respect to a set of criteria for each score point (focused holistic scoring). The score points define the student's command of the mode of writing required. The quality of each composition, regardless of mode, is determined by considering the following characteristics: (1) main idea, (2) supportive details, (3) organization, and (4) coherence. A focused holistic score is assigned to each student's paper based on these characteristics.
- A second, independent evaluation assesses every student's performance in each of the following four areas of conventions: sentence formation, usage, mechanics, and spelling. An analytic score is assigned and reported for each of the four areas.
- Every year the same scoring criteria and score point scale or standards are used as were used in previous years. However, the scoring guides are tailored to fit a particular prompt and the anchor papers (i.e., papers used to exemplify score point standards) are selected to correspond to the prompt administered for a given year.

Results of the English II Essay Test

- For the March English II Assessment, students were asked to write a well-organized composition in response to the following prompt:

  Many works of literature are organized around the theme of cultural change.

  From the novels, short stories, full-length plays, poems, biographies, and autobiographies you have read, choose one work and explain how a character or a society reacts to cultural change, what the consequences are to the character or to the society, and the effect of the change on the overall work. The work you choose must be from world literature other than British literature (England, Ireland, Scotland, and Wales) and American (United States) literature. Give the title and, if you remember, the author of the work.

- For the 1998-99 school year across all cycles, readers scored 81,563 public school essays for English II. The scores show that 56.8 percent of the students wrote well enough to score at or above 3.0. This represents an increase of 10.8 percentage points from the 46.0 percent who achieved this level in 1997-98. About 0.5 percent of the students received the highest scores of 5.5 and 6.0, which increased from last year, and 8.3 percent received the scores of 1.0 and 1.5 in comparison to 12.7 percent in 1997-98. Approximately 1.5 percent of the papers were blank, unreadable, or off-topic in comparison to 1.9 percent in 1997-98 (see Figure 1 and Figure 2, pages 78 and 79).
- The convention score is an analytic score reported in four areas: sentence formation, usage, mechanics, and spelling. The scale within each area is a 3 point scale with a score of 3 being a paper containing one or two errors in a particular area. In sentence formation, 43.3 percent scored a 3 while 12.5 percent were rated a score of 1. In usage, 8.2 percent of students earned a 3 while 45.0 percent received a 1. In mechanics, 25.0 percent had a score of 3; 18.4 percent had a score of 1. Also, 21.1 percent received a score of 3 in spelling, and 27.8 obtained a score of 1 (see Figure 3, page 80).

Performance of subgroups

Gender

- Approximately 63.3 percent of the female students scored at or above 3.0 compared to 50.4 percent for male students.

Ethnicity

- About 65.2 percent of the White students scored at or above 3.0 compared to 59.1 percent for Asian students, 55.5 percent for Multi-racial students, 54.9 percent for Other students, 47.3 percent for Hispanic students, 41.1 percent for American Indian students, and 38.8 percent for Black students.

Table 1 on page 77 shows the percentages of students at or above 3.0 for each subgroup (see also Figure 4, page 82).

Table 3 on page 81 shows the percentages of students at each score point, by Exceptionality and Limited English Proficient.

Assessment observations

- Students still appear to have difficulty with some level of literary analysis. However, there were fewer pure plot summaries this year and therefore fewer non-scorables and essays that were scored a "1." The prompts are always multi-leveled and the score scale requires all parts be addressed for a score of "5" or "6." Other problem areas were the relevancy and selectivity of supporting details. When students failed to select details carefully or to make them relevant to the main idea, the details often became summary. Students must select relevant details from the text in order to avoid summary and to make the details serve as elaboration. This year, students' elaboration showed more progression than in the past and was, therefore, relevant to the main idea.

1998-99

North Carolina

English II

Writing Assessment

State-Level Summary Statistics

The following charts provide state-level summary statistics. The number tested in English II, the percentage of students scoring at each of the focused holistic score point values, and the percentage of students scoring at or above 3.0 is provided for all categories of students. In addition, the percentage of students achieving the score points in sentence formation, usage, mechanics, and spelling are graphically depicted.

Table 1. North Carolina Testing Program
Annual English II Assessment, 1996-97 to 1998-99
Percent of Students at or above the Standard of 3.0

Group	Percent of Students			Percent At or Above 3.0		
				Grade 10		
	1996-97	1997-98	1998-99	1996-97	1997-98	1998-99
Number Tested	100.0%	100.0%	100.0%	79,662	81,260	81,563
All Students	100.0%	100.0%	100.0%	49.7%	46.0%	56.8%
Gender						
Females	50.0%	50.3%	50.0%	56.7%	52.6%	63.3%
Males	50.0%	49.8%	50.0%	43.0%	39.3%	50.4%
Ethnicity						
American Indian	1.6%	1.5%	1.6%	30.1%	30.0%	41.1%
Asian	1.4%	1.6%	1.7%	57.3%	51.9%	59.1%
Black	28.1%	27.7%	27.6%	33.1%	29.1%	38.8%
Hispanic	1.5%	1.7%	1.8%	42.0%	37.7%	47.3%
Multi-racial	1.4%	1.5%	1.4%	53.4%	46.5%	55.5%
White	64.9%	64.8%	64.9%	57.4%	53.7%	65.2%
Other	1.1%	1.2%	1.0%	53.9%	43.5%	54.9%

Notes:

- The Accountability Standard formula is the percent of students scoring at or above 3.0 (i.e., the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5 and 6.0 divided by the total number tested).
- Due to rounding, some categories may not sum to 100%.

Figure 1. North Carolina Testing Program
Annual English II Assessment, 1992-93 to 1998-99
Percent Scoring at Each Focused Holistic Score Point

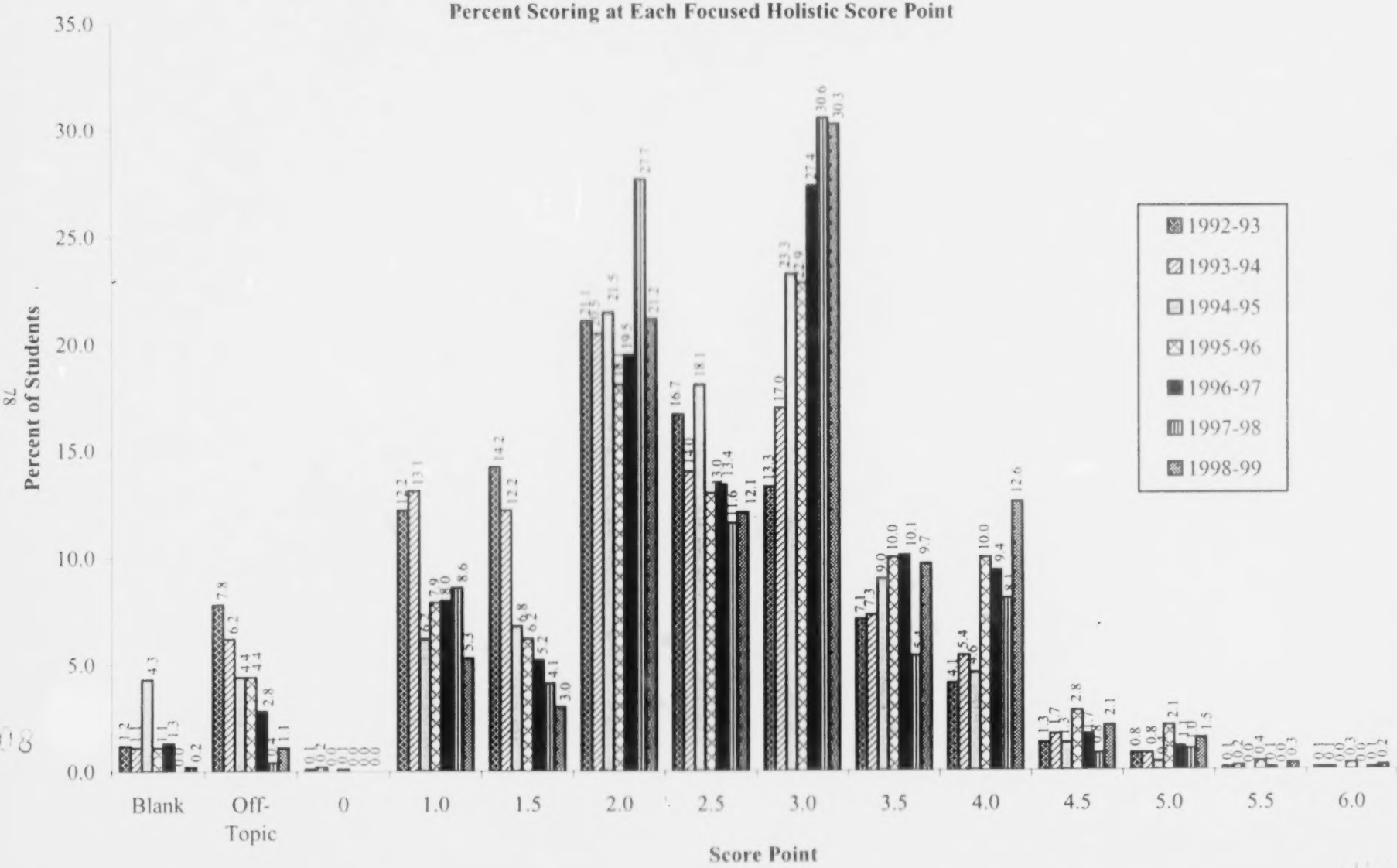


Figure 2. North Carolina Testing Program
Annual English II Assessment, 1992-93 to 1998-99
Percent of Students Scoring at or above the Standard of 3.0

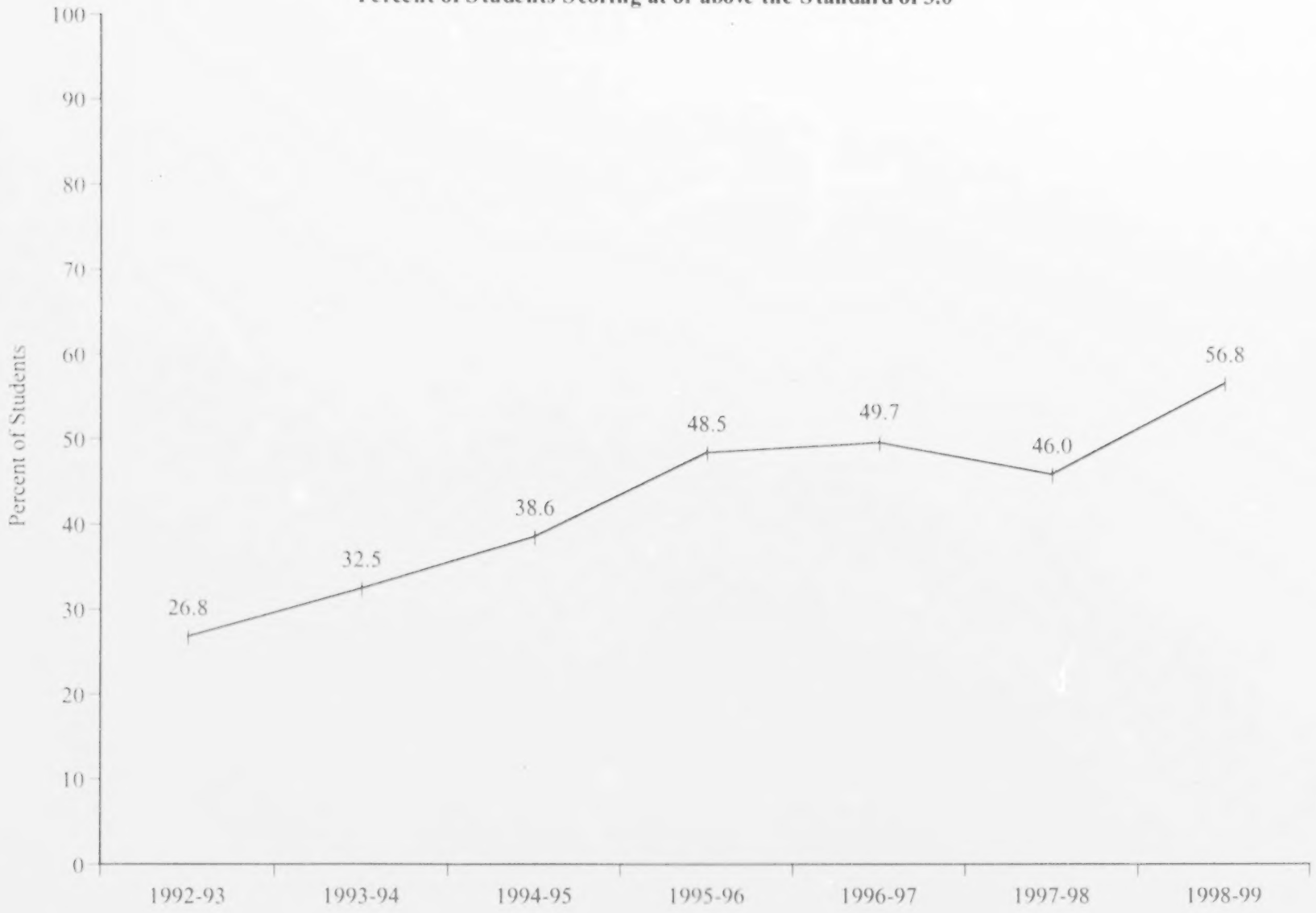


Figure 3. North Carolina Testing Program
Annual English II Assessment, 1995-96 to 1998-99
Analytics
Percent Scoring at Each Score Point

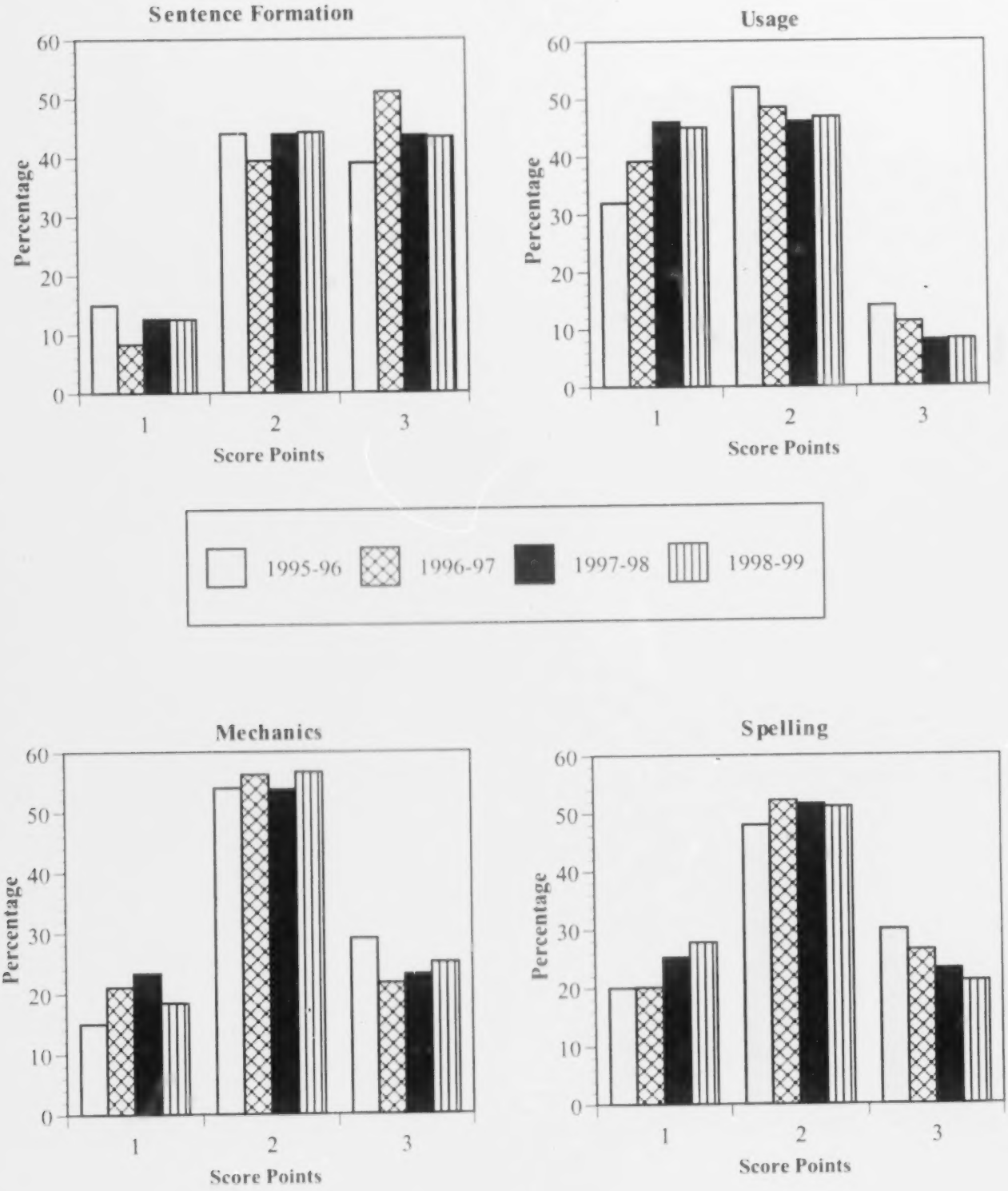


Table 3. North Carolina Testing Program
Annual English II Assessment, 1998-99
State Scores by Exceptionality and Limited English Proficient

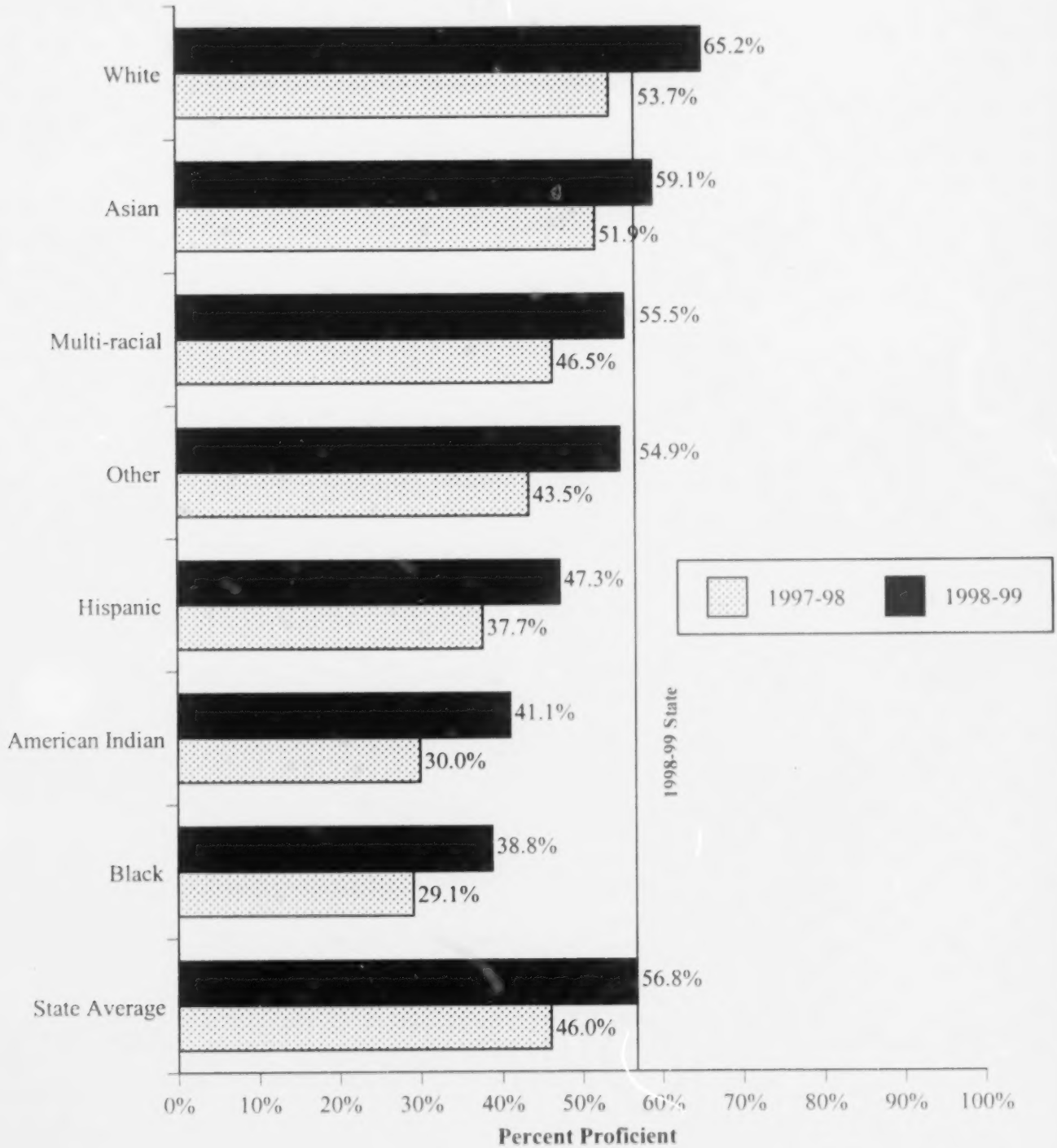
ENGLISH II	NUMBER TESTED	PERCENT[1]	PERCENT AT OR ABOVE 3.0	FOCUSED HOLISTIC SCORE POINTS - PERCENTAGE												
				6.0	5.5	5.0	4.5	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.0	NS
All Students	**81,563**	**100.0**	**56.8**	**0.2**	**0.3**	**1.5**	**2.1**	**12.6**	**9.7**	**30.3**	**12.1**	**21.2**	**3**	**5.3**	**0.0**	**1.6**
Not Exceptional	66,490	83.1	55.7	0.1	0.2	1.0	1.5	11.0	9.5	32.5	13.3	22.7	2.9	4.3	0.0	1.1
Academically Gifted	8,075	10.1	93.5	1.1	1.3	7.3	8.5	33.7	16.5	25.1	3.3	2.9	0.1	0.2	0.0	0.0
Students with Disabilities	5,428	6.8														
Behaviorally-Emotionally Handicapped	422	0.5	11.4	0.0	0.0	0.2	0.0	0.7	1.2	9.2	7.3	26.1	10.9	29.4	0.0	14.9
Hearing Impaired	92	0.1	40.2	0.0	0.0	0.0	1.1	2.2	5.4	31.5	5.4	31.5	5.4	13.0	0.0	4.3
Educable Mentally Handicapped	703	0.9	2.1	0.0	0.0	0.0	0.0	0.1	0.1	1.8	2.7	19.1	8.5	45.9	0.0	21.6
Specific Learning Disabled	3,358	4.2	19.3	0.0	0.0	0.1	0.2	2.2	2.7	14.1	10.8	33.5	8.4	21.4	0.0	6.5
Speech-Language Impaired	78	0.1	19.2	0.0	0.0	0.0	0.0	2.6	2.6	14.1	11.5	21.8	10.3	33.3	0.0	3.8
Visually Impaired	31	0.0	48.4	3.2	0.0	0.0	0.0	16.1	3.2	25.8	12.9	32.3	0.0	6.5	0.0	0.0
Other Health Impaired	472	0.6	25.8	0.2	0.0	0.6	0.2	3.4	3.6	17.8	9.5	29.2	7.2	22.0	0.0	6.1
Orthopedically Impaired	34	0.0	35.3	0.0	0.0	0.0	0.0	2.9	5.9	26.5	11.8	26.5	5.9	14.7	0.0	5.9
Traumatic Brain Injured	24	0.0	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Other Exceptional Classifications	214	0.3	38.3	0.0	0.0	0.5	0.9	7.0	8.4	21.5	13.1	24.8	5.6	14.5	0.0	3.7
Limited English Proficient	583	0.7	23.5	0.0	0.0	0.0	0.5	2.4	2.6	18.0	12.3	31.6	8.7	20.1	0	3.8

Notes: *No scores are reported for groups with fewer than thirty students.

[1]Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" is based on the number tested in the "All Students" category.

The exceptional categories may not sum to "All Students" because some students did not indicate whether or not they were classified exceptional.

Figure 4. North Carolina Testing Program
Annual English II Assessment, 1997-98 to 1998-1999
Percent of Students Scoring at or above the Standard of 3.0
by Ethnicity



1998-99

North Carolina

English II

Writing Assessment

Copies of the English II Sample Student Responses

The following pages provide copies of sample student responses from English II. The score point for each response and an annotation explaining the score are provided on each composition.

Expository Composition Focused Holistic Score Scale

Score Point 6 - The response exhibits a strong command of expository writing and an expository writing strategy. It is focused and has a fluent, clear progression of ideas and evenness of development. The writer clearly develops all parts of the prompt and uses an appropriate and highly effective approach (i.e., tone, point of view, originality). An appropriate sense of audience exists. Sentence structure is varied and effective, and word choice demonstrates the ability to use a wide vocabulary skillfully. If a literary work is referred to, the work must be from world literature (other than American or British literature). There is a sense of overall completeness.

Score Point 5 - The response exhibits a strong command of expository writing. The writer uses specific details and clearly links events and relationships. A few minor flaws in coherence may be present. The writer addresses all aspects of the prompt and uses effective vocabulary and sentence structure. If a literary work is referred to, the work must be from world literature (other than American or British literature). An appropriate sense of audience exists. There is a sense of overall completeness.

Score Point 4 - The response exhibits a command of expository writing, is focused and establishes progression of ideas and events although minor lapses in focus and progression may be present. Papers scored "4" have an organizational pattern, but minor flaws may exist or aspects of the prompt may be missing. If a literary work is referred to, the work must be from world literature (other than American or British literature).

Score Point 3 - The response exhibits a reasonable command of expository writing. There is some progression of ideas and events and some elaboration and support. The elaboration may be flawed, but it has relevance to the requirements of the prompt. The papers are generally coherent. Although these papers are focused on the prompt, some may not address all aspects of the prompt.

Score Point 2 - The response exhibits a weak command of expository writing. There is evidence that the writer has seen the prompt and responded to it, although the response may be unclear. Some responses may have little or no sense of connection between a controlling idea and supporting details relevant to development. Other responses may have a sense of focus but may lose it. The composition may be too sparse to be scored higher.

Score Point 1 - The response exhibits a lack of command of expository writing. There is evidence that the writer has seen and attempted to respond to the prompt. However, the response may not sustain focus on the topic. There may be no sense of strategy or control, or they may be too sparse to be scored higher.

Score Point 0 - The response addresses a literary work but is incorrect in its perception of the literary concept.

Non-Scorable - The response is off-topic, unreadable, or blank.

Conventions Analytical Score Scale

Sentence Formation

Score Point 1: Exhibits weak control of sentence formation. Contains several major errors and/or frequent minor errors.

Score Point 2: Exhibits marginal control of sentence formation. Contains one or two major errors and/or several minor errors.

Score Point 3: Exhibits strong control of all aspects of sentence formation with only an occasional minor error.

Usage

Score Point 1: Exhibits weak control of usage. Contains several major errors and/or frequent minor errors.

Score Point 2: Exhibits marginal control of usage. Contains one or two major errors and/or several minor errors.

Score Point 3: Exhibits strong control of all aspects of verb usage, pronoun usage, and other usage with only an occasional minor error.

Mechanics

Score Point 1: Exhibits weak control of mechanics. Contains several major errors and/or frequent minor errors.

Score Point 2: Exhibits marginal control of mechanics. Contains one or two major errors and/or several minor errors.

Score Point 3: Exhibits strong control of all aspects of mechanics with only an occasional minor error.

Spelling

Score Point 1: Exhibits weak control of spelling. Contains several major errors and/or frequent minor errors.

Score Point 2: Exhibits marginal control of spelling. Contains one or two major errors and/or several minor errors.

Score Point 3: Exhibits strong control of spelling with only an occasional error.

Write the final copy of your composition here.

One of the novels I read and the cultural Change. Some people fear Change and have difficulty adapting to it is "Things Fall Apart."

They cultural change when Okonkwo became the best wrestler in the village by beating the un defeated the cat

"Things Fall Apart" has a huge amount of cultural like the week of Peace is when the village go the whole week without no fight or killing but Okonkwo disobey and beat his wife. Okonkwo believe in very hard work so he would not be like his father or his children wouldn't be like him. When Okonkwo went to War with the other village he cut off about 4 or 5 heads to bring back to his village to show his manness or fierceness the heads was use and cleared to drink Palm wine out of for victory.

Yams was a main dish for dinner in the village and sometime that may be all

Score Point 1

The writer has selected *Things Fall Apart* and attempts to respond to the prompt. However, the response exhibits skeletal control and has little connection to the topic of cultural change.

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Write the final copy of your composition here

In the novel Night written by Elie Wiesel, the characters in this story has been taken out of there hometown to some where that they have never been before. The main character reaction to this change is calm but terrified.

When Elie arrives at the place where he's taken which is a concentration camp, things where just not the same. First he was taken away from his mother and sister in which they never have seen each other again. He felt as though his life time dreams had been taken away from him.

The second reason that Elie had changed because he knew that him and his father would never get freedom again that they have had before. They were told by a minister to Keep there Faith and everything would work out in the end.

So then Finally the Nazis came to an agreement that liberated the Jews forever because someone felt as though the harsh treatment that was given wasn't necessary. So after he became free he decided to write a book about it.

In this event to this story if you decide to keep your faith and hope everything would work out in the end.

Score Point 2

The writer has selected *Night*, and the response has some sense of focus on Elie and his reaction to cultural change. However, the response is sparse and consists of a list of details with little connection to the controlling idea.

Write the final copy of your composition here.

In Chinua Achebe's Things fall Apart. Okonkwo the main character and is village of Umofinia go through a big cultural change. The theme of the story is when things change, Things fall Apart. So you could probuly see how the book, Things Fall Apart, is written and built around the theme of cultural change.

At first Okonkwo the main character is a native with high villiage titles. The cultural change that he and his clan go through is when people from England along with missionaries come into Umofinia. They build churches and trading post. They then convert people from his clan into christians then. They bring in a government and change the lifes of the native clan members. They don't let them do certain things anymore and every member of the clan is effected by it. The biggest effect is on Okonkwo the leader. he tries to take matter into his own hands and kills someone and then kills himself. That is how the cultural change effects the villiage.

The consequences of the change that the clan goes through is that the white men are there now and everything they do they are harrassed for. For example when an clan member that converted to Christianity kills a clan spirit the clan revolts and burns the christian church down. Then the white men

come after the clans members and arrest them. the other consequenses of the cultural change are that they can't live there lives like they used to, because everytime they sacrifice something or do something like kill the twins in the evil-forest they are effected because of the new culture brought in.

The effect of the change on the overall work is that when you go through or into a tribe, clan, or country. And change the way that they live and govern there people Things will fall apart.

In conclusion the novel Things Fall Apart by Chinua Achebe is built around the theme of cultural change, because "when things change, Things Fall Apart."

Score Point 3

The writer has selected *Things Fall Apart* and generally organizes the response around the prompt. The response is focused on the effect of change on Okonkwo and the village. There is some progression of ideas and some concrete supporting details.

Write the final copy of your composition here.

The theme of cultural change in the novel All Quiet on the Western Front by Erich Maria Remarque is dominant. In this action-filled war story, the main character Paul is taken away from his home, and his family to become a part of World War I. Paul experiences war for the first time, and he must learn to adapt to the cruel enviroment brought on by this horrifying event. Throughout the work there are many incidents that demonstrate the changes that occur in Paul due to the cultural change he must undergo. The reader can clearly see that Paul relies on comradeship to bring him through these tough situations. Also he must learn how to cope with the consequences of the war, and the death companions as well as the death of the opponents.

In one particular scene Paul, and one of his close companions leave their camp site in search of food. As a team they work together - to break into a goose house, kill a goose, and escape without being caught. Then they must build a fire, and cook the goose slowly for many hours before they can thouroughly enjoy the feast. Paul is not accustomed to the idea of working in order to be fed, and in order to handle this hardship, he relies on his friends. Once they have eaten well, they take the remainder of the food to another companion who is under closed arrest. Even a small incident such as this one shows the importance of comradeship during a war, and this is a must for surviving and coping in tough situations.

Among the other hardships that are a result of war is death. Of course the soldiers must learn how to face the death of their teammates and friends, but they must also learn to cope with

the lives the take away from the opposing army. Paul is faced with a situation such as this, when merely out of self defense he stabs a man from the enemy team who happens to be in a hole with him. Although he has shot, and killed the opponents many times already, this particular occurance effects him quite differently. He must listen to the pain of the man as death falls slowly upon him, and he is forced to look into the eyes of the of this man who he now sees as a human being. This event causes Paul to break down emotionally, and it forces him to become a more hardened soul having to live with the terrible act that he commit~~ed~~.

The cultural change that occurs in this novel greatly impacts not only the character, but the overall effectiveness of the work itself. The change helps the reader to see the disasterous consequences of war, while creating a mood, and setting that makes the action come alive for the reader. The newfound friendships, and the death of many humans are some of the ways in which Remarque portrays the events to appear realistic, and draw the attention of the reader.

Score Point 4

The writer has selected Remarque's *All Quiet on the Western Front* and uses specific details to support the idea that "Paul relies on comradeship to bring him through these tough situations." The response is focused and progresses logically.

Write the final copy of your composition here.

Many works of literature are built around the theme of cultural change. One work, in particular, that conveys this theme is the play A Doll's House. In the play, the character Torvald has a first-hand experience of the changing ideas and values in culture and reacts to these new ideas as most of the traditional society would — with disbelief and shock.

The author of the play portrayed Torvald as the embodiment of traditional values and society. His thoughts that a woman should stay home and raise the children represented a large majority of the cultural mindset of the time. Torvald treated his wife, Nora like a helpless child. He was forever calling her pet names such as "Songbird" or "squirell." He set restrictions and boundaries on her and forbidened her to eat macaroons, her favorite sweets. All of this led to Nora's decision to leave him and this decision was representational of the changing times and culture. Upon Nora's decision, Torvald (as was the rest of the old society) was shocked and thought that she had gone mad. He thought "How will she care for herself?" and "What will people say?" Nora was breaking away from the ways of the past in which women were expected to be dependent on their husbands and she was becoming independent. This was mind-boggling to Torvald and the majority of society.

Consequentially, the new cultural values of the time and the new light in which women were being seen, led

to Nora's change of view and realization. She left Torvald and her three children to build her own life and she no longer needed her father or husband to fulfill her nee This cultural change and idea that women are independent brought on equality in the workplace and in the home.

The theme of women as independents also had a significant effect on the play itself. It made the work thought-provoking and added an element of shock and suprise. This made it much stronger and memorable to the audience.

In conclusion, the play A Doll's House used a theme of cultural change to strengthen the work and convey a message of the changing outlook on women and marriage. The character Torvald was representational of traditional values and old ways of thinking, whereas his wife, Nora acted on the new changing ideas of the culture; specifically that women are independent. This clashing of ideals brought Nora to leave Torvald and provided a strong and thought-provoking image to the work as a whole.

Score Point 5

The writer has selected *A Doll's House* and focuses on Torvald as the embodiment of traditional society and on Nora as the representation of the change in culture. The author provides specific details to support the theme of society's "changing outlook on women and marriage." The writer uses specific details and there is a sense of overall completeness.

Write the final copy of your composition here.

The theme of cultural change is prevalent in many novels. Cultural change affects the characters and plot of a novel by triggering a character to react positively or negatively, molding the destiny of the character, and influencing the outcome of the overall work.

In Cry, the Beloved Country, by Alan Paton, Absalom Kumalo experiences a transition from one culture to another. He grows up in Ndotsheni, a small South African village that teaches moral values, obedience and respect to elders, and love and harmony between persons. When Absalom goes to Johannesburgh, he faces a crucial cultural change, for Johannesburgh is a heavily-populated, immoral city, full of crimes, poverty, and prejudice. Bewildered by the diverse ideas and people, Absalom joins his cousin and his gang of friends. Apartheid, unfelt in Ndotsheni, is prevalent in Johannesburgh; There are separate bus sections for blacks and whites, and the blacks are discriminated from privileges and even from necessities. The shock of such cultural differences makes Absalom: fearful; vulnerable; and unsure of himself.

The rough cultural change also makes Absalom forget his family, his values, and his scruples. He doesn't even write to his parents, unwilling and ashamed to keep the connection with his former culture. Pressured by his companions, he gives in to the dissolute culture of Johannesburgh, and he robs, sleeps with a prostitute, and even kills. He leaves his pregnant girlfriend and rejects his second chance at the reform school. The cultural change from Ndotsheni to Johannesburgh transforms him into a dangerous person - dangerous because he is so unnerved by the different culture that he loses all self-confidence. An intimidated person's actions are unpredictable and therefore dangerous.

Absalom's malevolent reactions to the cultural change affect the plot and theme of the novel. Driven by fear, Absalom murders Arthur Jarvis.

which leads to James Jarvis' realization that he truly did not know his son or his work. After studying his son's essays, James Jarvis decides to continue Arthur's work on behalf of the natives. Through his support, Ndotsheni faces a renaissance in culture, land, and spirit. Because of Absalom's purposeful withdrawal from his family, his father, Stephen Kumalo, is forced to come to Johannesburg's himself. Through this visit, Stephen Kumalo learns the mystery of life, the theme of the novel — that love is paramount to hatred, and that forgiveness covers sins. He learns that the secrets of love are what make life beautiful.

The cultural change eventually leads to Absalom's death. However, it also instigates Stephen Kumalo's revelation of love and incites Ndotsheni's cultural and economic revival. It transforms the novel, Cry, the Beloved Country, from a tragedy about a young man's transient life to a book of hope. Cultural change affects real lives and people, as well as characters in novels, by gaining personality change and influencing peoples' lives. In life, the culture determines the actions, and the cultural changes triggers the reactions.

Score Point 6

The writer has selected *Cry, the Beloved Country* and clearly focuses on how cultural change led to the tragic downfall of one character but eventually led to the hope of a society. The response has a clear progression of ideas and events. The writer uses specific, relevant details and elaborates on them. The sentence structure is varied and effective.

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1998-99

North Carolina

English II

Writing Assessment

Regional by LEA Performance

Tables 4, 5, and 6 provide the number of students tested, percentage of students achieving each of the focused holistic score points, and the percentage of students scoring at or above 3.0 for each of the LEAs by region (former six Technical Assistance Centers configurations). Performance by ethnicity is also provided for each LEA.

Table 4. North Carolina Testing Program

Annual English II Assessment, 1998-99, Percent of Students Scoring at or above 3.0, by LEA

State	PCT	1999 LEA Performance
	89	Mount Airy City
	86	Yancey
	79	Woods Charter**
	77	Elkin City
	76	Chapel Hill-Carrboro City
	75	Whiteville City
	74	Davie
	73	Transylvania
	71	Ashe, New Hanover, Swain
	70	Avery, Rockingham
	69	Buncombe, Wake
	68	Dare, Graham
	66	Chatham, Hickory City, Lexington City
	65	Jackson, Union
	64	Alexander, Caldwell, Haywood, Moore, Pender, Shelby City
	63	Burke, Cleveland, Davidson, Edenton/Chowan, Polk
	62	Brunswick, Columbus, Harnett, Henderson, Stanly, Surry, Watauga, Winston-Salem/Forsyth
	61	Cabarrus, Gaston, Kings Mountain City, Lee, Macon
	60	Roanoke Rapids City, Rutherford
	59	Lenoir
	58	Catawba, Cumberland, Onslow, Yadkin
1999 State	57	Asheboro City, Craven, Duplin, Guilford, Kannapolis City, Mooresville City, Randolph, Richmond
	56	Alamance-Burlington, Carteret, Charlotte/Mecklenburg, Mitchell, Newton Conover City, Wilkes
	55	Edgecombe, Tyrrell
	54	Cherokee, Clinton City, Johnston, Madison
	53	Iredell-Statesville
	52	Lincoln, Person, Wilson
	51	Asheville City, McDowell, Sampson
1997 State	50	Pitt
1996 State	49	Currituck, Nash-Rocky Mount
	48	Bertie, Franklin
	47	Durham, Granville, Rowan-Salisbury
1998 State	46	Hertford, Martin
	45	Elizabeth City/Pasquotank
	44	Northampton, Vance
	43	Beaufort, Wayne
	42	Clay, Greene
	40	Alleghany, Gates
1995 State	39	Camden, Halifax, Orange
	37	Anson, Stokes
	36	Montgomery
	35	Thomasville City
	34	Robeson
1994 State	33	Bladen, Caswell, Hyde, Scotland
	32	Perquimans
	30	Warren
1993 State	27	Pamlico
	25	Hoke, Right Step**
	23	Washington
	22	Weldon City
	21	Jones
	18	New Century School**
	17	J H. Baker Jr High**
	9	School in Community**
	7	River Mill Charter**
	0	Grandfather Academy**, Lakeside School**, Laurinburg**, Lift Academy**, School of Maritime Studies**
	*	Change For Youth**, Kennedy Charter**

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Notes: The percent of students scoring 3.0 or better is determined by using the Accountability Standard formula, which is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested, rounded to the nearest whole number.

*Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Table 5a. North Carolina Testing Program
Annual English II Assessment, 1998-99
Score Point Distribution and Percent of Students at or above 3.0, by LEA
Western Region

		PERCENTAGE														
	NUMBER TESTED	off topic	blank	unread-able	0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	3.0 or above†
State	**81,563**	**1.1**	**0.2**	**0.2**	**0.0**	**5.3**	**3.0**	**21.2**	**12.1**	**30.3**	**9.7**	**12.6**	**2.1**	**1.5**	**0.3**	**0.2**	**56.8**
Western Region	**6,482**	**0.7**	**0.2**	**0.0**	**0.0**	**3.7**	**2.1**	**20.0**	**10.2**	**34.4**	**9.6**	**14.5**	**2.3**	**1.8**	**0.3**	**0.2**	**63.1**
Buncombe	1,695	0.4	0.2	0.0	0.0	3.6	2.4	15.6	9.0	34.5	11.5	17.3	2.6	2.6	0.2	0.1	68.8
Asheville City	305	1.0	1.0	0.0	0.0	4.3	2.0	28.9	11.8	28.9	6.9	11.8	2.6	1.0	0.0	0.0	51.1
Cherokee	246	0.0	0.0	0.0	0.0	3.7	2.0	25.6	15.0	37.0	4.9	9.3	0.4	0.8	0.8	0.4	53.7
Clay	90	0.0	0.0	0.0	0.0	5.6	1.1	35.6	15.6	25.6	2.2	11.1	2.2	1.1	0.0	0.0	42.2
Graham	74	0.0	0.0	0.0	0.0	0.0	0.0	25.7	6.8	48.6	4.1	13.5	0.0	0.0	0.0	1.4	67.6
Haywood	493	0.2	0.0	0.0	0.0	3.2	2.0	17.6	13.2	37.3	10.5	12.8	2.2	0.6	0.0	0.2	63.7
Henderson	799	1.4	0.3	0.1	0.0	4.0	1.6	20.2	10.3	34.2	9.4	15.3	1.0	2.3	0.1	0.0	62.2
Jackson	282	1.1	0.0	0.0	0.0	3.9	1.4	18.8	9.6	25.9	9.9	20.6	5.0	2.5	1.1	0.4	65.2
Macon	291	1.4	0.0	0.0	0.0	2.1	2.4	22.3	10.7	34.0	9.3	13.1	3.4	1.0	0.3	0.0	61.2
Madison	144	0.0	0.0	0.0	0.0	2.8	0.7	31.3	11.1	25.7	9.7	10.4	4.2	3.5	0.7	0.0	54.2
McDowell	444	0.7	0.0	0.0	0.0	6.1	2.9	28.8	10.4	34.7	6.1	7.2	0.7	1.4	0.2	0.9	51.1
Mitchell	162	0.0	0.6	0.0	0.0	6.8	3.7	25.3	8.0	32.7	3.7	14.2	3.1	1.2	0.6	0.0	55.6
Polk	139	0.0	0.0	0.0	0.0	4.3	2.9	23.7	6.5	33.8	10.8	14.4	0.7	2.9	0.0	0.0	62.6
Rutherford	684	2.5	0.1	0.1	0.0	4.7	2.2	19.6	11.1	33.6	9.9	11.7	1.9	1.6	0.6	0.3	59.6
Swain	138	0.0	0.0	0.0	0.0	2.2	0.7	17.4	8.7	24.6	14.5	23.9	6.5	1.4	0.0	0.0	71.0
Transylvania	327	0.0	0.0	0.0	0.0	0.3	1.5	15.9	9.2	49.5	10.1	12.2	0.6	0.3	0.3	0.0	73.1
Yancey	169	0.0	0.0	0.0	0.0	2.4	1.8	4.1	5.9	35.5	15.4	26.0	7.1	1.2	0.6	0.0	85.8

Notes: † The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 5b. North Carolina Testing Program
Annual English II Assessment, 1998-99
Score Point Distribution and Percent of Students at or above 3.0, by LEA
Northwest Region

	NUMBER TESTED	PERCENTAGE															
		off topic	blank	unreadable	0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	3.0 or above†
State	81,563	1.1	0.2	0.2	0.0	5.3	3.0	21.2	12.1	30.3	9.7	12.6	2.1	1.5	0.3	0.2	56.8
Northwest Region	12,619	0.8	0.2	0.0	0.0	4.4	2.5	20.1	11.8	31.9	10.1	14.2	2.0	1.6	0.3	0.2	60.2
Alexander	314	1.0	0.0	0.0	0.0	1.9	0.3	21.0	11.8	38.9	8.9	15.3	1.0	0.0	0.0	0.0	64.0
Alleghany	106	0.0	0.0	0.0	0.0	13.2	4.7	29.2	13.2	18.9	5.7	12.3	0.0	2.8	0.0	0.0	39.6
Ashe	242	2.1	0.0	0.0	0.0	2.1	1.7	15.7	7.9	29.3	11.6	22.3	2.1	5.4	0.0	0.0	70.7
Avery	169	0.0	0.0	0.0	0.0	0.6	0.6	18.9	9.5	30.8	11.8	26.6	0.0	1.2	0.0	0.0	70.4
Grandfather Academy**	5	0.0	0.0	0.0	0.0	20.0	20.0	60.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Burke	870	0.2	0.1	0.1	0.0	1.7	1.8	20.5	12.9	34.8	12.3	13.2	1.0	1.1	0.1	0.0	62.6
Caldwell	771	0.5	0.1	0.0	0.0	4.9	2.6	14.9	13.4	32.0	11.4	16.6	1.7	1.6	0.3	0.0	63.6
Catawba	1,071	1.2	0.4	0.1	0.0	6.1	2.6	19.8	11.7	30.5	12.7	12.8	1.2	0.7	0.2	0.0	58.2
Hickory City	295	4.7	0.0	0.0	0.0	1.7	2.4	17.6	7.8	25.1	8.8	26.1	3.4	2.4	0.0	0.0	65.8
Newton-Conover City	204	2.0	0.0	0.0	0.0	9.8	2.9	19.1	9.8	37.3	7.4	11.3	0.5	0.0	0.0	0.0	56.4
Davidson	1,242	0.4	0.2	0.0	0.0	2.3	1.4	20.2	12.6	29.4	9.7	18.9	2.7	1.7	0.2	0.2	62.9
Lexington City	146	0.0	0.0	0.0	0.0	2.1	4.1	13.0	14.4	39.0	13.7	9.6	1.4	2.7	0.0	0.0	66.4
Thomasville City	119	0.8	0.0	0.0	0.0	9.2	12.6	26.1	16.8	18.5	5.9	10.1	0.0	0.0	0.0	0.0	34.5
Davie	371	0.5	0.0	0.0	0.0	2.4	1.9	12.7	8.6	27.8	14.6	22.4	3.5	3.8	0.5	1.3	73.9
Winston-Salem/Forsyth	2,704	0.6	0.2	0.0	0.0	3.7	2.3	18.0	12.8	33.6	10.5	12.8	2.9	1.9	0.4	0.3	62.3
Liff Academy**	10	10.0	0.0	0.0	0.0	40.0	40.0	10.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Iredell-Statesville	1,014	1.2	0.2	0.0	0.0	5.7	3.2	26.5	10.6	31.0	7.1	10.7	2.4	1.3	0.3	0.0	52.7
Mooresville City	238	1.3	0.0	0.0	0.0	4.6	0.8	23.5	13.0	34.0	8.8	9.7	2.1	2.1	0.0	0.0	56.7
Stokes	509	1.4	0.6	0.0	0.0	10.0	7.7	31.0	12.4	27.3	5.5	3.9	0.2	0.0	0.0	0.0	36.9
Surry	529	0.4	0.2	0.0	0.0	4.0	0.9	22.3	10.6	35.5	6.8	14.7	1.5	2.5	0.2	0.4	61.6
Elkin City	84	0.0	0.0	0.0	0.0	0.0	0.0	11.9	10.7	29.8	4.8	35.7	4.8	2.4	0.0	0.0	77.4
Mount Airy City	132	0.8	0.0	0.0	0.0	0.0	0.0	6.1	3.8	43.9	15.9	25.8	3.0	0.8	0.0	0.0	89.4
Watauga	362	1.1	0.0	0.0	0.0	5.0	2.8	16.3	13.3	27.9	12.4	15.2	3.3	1.7	0.8	0.3	61.6
Wilkes	729	0.7	0.3	0.0	0.0	5.9	2.3	22.8	12.1	36.9	9.5	6.3	0.8	1.0	1.0	0.5	56.0
Yadkin	383	0.5	1.0	0.0	0.0	6.3	2.6	23.0	8.9	26.6	10.4	17.5	1.0	1.8	0.0	0.3	57.7

Notes: † The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 5c. North Carolina Testing Program
Annual English II Assessment, 1998-99
Score Point Distribution and Percent of Students at or above 3.0, by LEA
Southwest Region

		PERCENTAGE															
	NUMBER TESTED	off topic	blank	unreadable	0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	3.0 or above†
State	**81,563**	**1.1**	**0.2**	**0.2**	**0.0**	**5.3**	**3.0**	**21.2**	**12.1**	**30.3**	**9.7**	**12.6**	**2.1**	**1.5**	**0.3**	**0.2**	**56.8**
Southwest Region	**17,743**	**1.4**	**0.3**	**0.7**	**0.1**	**6.0**	**3.4**	**20.5**	**12.0**	**28.3**	**10.0**	**12.8**	**2.3**	**1.6**	**0.4**	**0.2**	**55.7**
Anson	295	2.4	2.4	0.3	0.0	11.2	4.7	27.8	14.6	22.4	7.8	6.1	0.0	0.3	0.0	0.0	36.6
Cabarrus	1,220	0.4	0.1	0.1	0.0	4.2	2.1	21.2	10.6	35.2	8.9	13.9	1.6	1.6	0.1	0.1	61.3
Kannapolis City	283	0.4	0.4	2.1	0.0	2.5	3.5	21.6	13.1	25.8	8.1	18.0	2.1	2.5	0.0	0.0	56.5
Cleveland	594	0.0	0.0	0.0	0.0	2.7	1.9	20.0	12.6	32.7	11.8	14.6	2.2	1.0	0.0	0.5	62.8
Kings Mountain City	275	2.9	0.0	0.4	0.0	4.7	2.9	18.9	9.5	42.5	10.2	6.5	0.7	0.7	0.0	0.0	60.7
Shelby City	184	0.5	0.0	0.0	0.0	6.0	4.3	18.5	7.1	35.3	7.6	15.8	1.1	3.3	0.5	0.0	63.6
Gaston	1,929	1.3	0.2	0.0	0.0	5.2	3.1	17.2	11.7	29.8	11.4	16.4	2.0	1.4	0.1	0.2	61.3
Hoke	402	3.0	0.7	0.0	0.0	13.9	7.5	32.6	17.2	20.6	1.0	3.2	0.2	0.0	0.0	0.0	25.1
Lincoln	718	1.0	0.4	0.0	0.0	5.2	3.9	23.4	13.8	31.2	8.9	9.9	1.5	0.8	0.0	0.0	52.4
Charlotte Mecklenburg	6,486	1.7	0.3	1.5	0.2	5.9	3.4	19.6	11.6	25.3	11.4	12.4	3.4	2.1	0.8	0.4	55.8
Kennedy Charter**	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Montgomery	284	3.5	0.0	0.0	0.0	8.8	4.2	36.3	10.9	26.4	3.5	6.0	0.0	0.0	0.4	0.0	36.3
Moore	721	1.0	0.1	0.7	0.0	3.9	2.8	15.0	13.0	30.4	10.3	18.2	2.6	2.1	0.0	0.0	63.5
Richmond	556	0.7	0.0	0.0	0.0	5.8	2.7	20.7	13.1	32.2	8.3	12.9	2.0	1.4	0.0	0.2	57.0
Rowan-Salisbury	1,345	1.3	0.4	0.1	0.0	10.0	5.9	21.8	13.2	24.3	8.3	11.1	2.2	0.5	0.4	0.3	47.1
Scotland	489	2.0	0.2	0.4	0.0	10.0	6.0	33.9	14.7	18.5	4.7	5.3	1.6	2.2	0.4	0.0	32.7
Laurinburg**	15	46.7	13.3	0.0	0.0	33.3	6.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Stanly	678	0.7	0.3	0.0	0.0	4.0	1.8	16.1	14.9	34.8	11.2	13.6	1.5	1.0	0.0	0.1	62.2
Union	1,307	0.5	0.0	0.4	0.0	5.1	1.7	18.7	9.1	33.7	10.5	16.4	1.8	1.5	0.4	0.2	64.6

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Notes: † The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 5d. North Carolina Testing Program
Annual English II Assessment, 1998-99
Score Point Distribution and Percent of Students at or above 3.0, by LEA
Northeast Region

		PERCENTAGE															
	NUMBER TESTED	off topic	blank	unreadable	0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	3.0 or above†
State	**81,563**	**1.1**	**0.2**	**0.2**	**0.0**	**5.3**	**3.0**	**21.2**	**12.1**	**30.3**	**9.7**	**12.6**	**2.1**	**1.5**	**0.3**	**0.2**	**56.8**
Northeast Region	**5,946**	**1.5**	**0.3**	**0.1**	**0.0**	**6.7**	**3.9**	**27.0**	**12.9**	**29.8**	**6.9**	**8.2**	**1.5**	**1.1**	**0.1**	**0.1**	**47.6**
Beaufort	519	2.7	0.4	0.6	0.0	10.0	7.3	25.4	10.8	25.2	5.8	10.4	0.0	1.3	0.0	0.0	42.8
Bertie	295	1.4	0.0	0.0	0.0	7.1	5.4	25.8	12.9	30.2	8.5	8.5	0.3	0.0	0.0	0.0	47.5
Camden	82	1.2	0.0	0.0	0.0	4.9	2.4	30.5	22.0	19.5	8.5	7.3	2.4	1.2	0.0	0.0	39.0
Edenton-Chowan	183	0.5	0.5	0.0	0.0	2.2	1.1	16.4	15.8	27.3	10.9	18.6	2.2	3.8	0.0	0.5	63.4
Currituck	221	0.0	0.0	0.0	0.0	4.1	2.7	30.8	13.1	33.9	9.0	3.6	0.5	1.8	0.0	0.5	49.3
Dare	329	0.6	0.0	0.0	0.0	3.3	2.1	17.6	8.5	33.4	9.4	17.3	4.0	3.0	0.3	0.3	67.8
Edgecombe	540	0.0	0.2	0.0	0.0	3.9	3.3	24.4	13.0	35.4	8.3	9.8	0.7	0.7	0.2	0.0	55.2
Gates	140	0.7	0.0	0.0	0.0	7.1	2.9	31.4	17.9	30.0	6.4	2.1	0.7	0.0	0.0	0.7	40.0
Halifax	418	2.6	0.7	0.0	0.0	12.9	6.2	24.2	14.6	30.1	4.5	4.1	0.0	0.0	0.0	0.0	38.8
Roanoke Rapids City	203	5.9	1.5	0.0	0.0	3.0	2.5	18.7	8.4	36.5	11.3	8.9	2.0	1.5	0.0	0.0	60.1
Weldon City	69	14.5	0.0	0.0	0.0	14.5	7.2	33.3	8.7	17.4	4.3	0.0	0.0	0.0	0.0	0.0	21.7
Hertford	278	0.4	0.4	0.0	0.0	7.2	2.2	30.9	12.9	32.0	7.2	5.4	1.1	0.4	0.0	0.0	46.0
Hyde	63	1.6	0.0	0.0	0.0	4.8	9.5	25.4	25.4	30.2	1.6	1.6	0.0	0.0	0.0	0.0	33.3
Martin	324	0.9	0.0	0.0	0.0	2.8	3.7	30.2	16.0	32.4	4.0	6.8	1.5	1.2	0.0	0.3	46.3
Northampton	252	0.0	0.4	0.0	0.0	1.6	4.0	31.7	17.9	27.0	6.7	6.7	2.8	0.8	0.4	0.0	44.4
Elizabeth City-Pasquotank	408	2.5	0.0	0.0	0.0	5.9	3.4	31.6	11.5	26.0	5.6	10.5	2.0	0.7	0.0	0.2	45.1
Perquimans	123	1.6	0.0	0.0	0.0	8.9	2.4	41.5	13.8	27.6	3.3	0.8	0.0	0.0	0.0	0.0	31.7
Pitt	1,237	1.1	0.2	0.0	0.0	5.9	2.4	27.7	12.2	30.3	7.5	8.2	2.8	1.3	0.1	0.2	50.4
Right Step**	16	0.0	0.0	0.0	0.0	25.0	0.0	43.8	6.3	25.0	0.0	0.0	0.0	0.0	0.0	0.0	25.0
Tyrrell	58	3.4	0.0	0.0	0.0	10.3	1.7	17.2	12.1	46.6	3.4	3.4	0.0	1.7	0.0	0.0	55.2
Washington	188	1.6	0.0	0.0	0.0	23.4	10.6	29.8	11.2	16.0	3.2	3.7	0.0	0.5	0.0	0.0	23.4

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Notes: † The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested.

*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 5e. North Carolina Testing Program
Annual English II Assessment, 1998-99
Score Point Distribution and Percent of Students at or above 3.0, by LEA
Southeast Region

	NUMBER TESTED	PERCENTAGE															
		off topic	blank	unreadable	0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	3.0 or above†
State	**81,563**	**1.1**	**0.2**	**0.2**	**0.0**	**5.3**	**3.0**	**21.2**	**12.1**	**30.3**	**9.7**	**12.6**	**2.1**	**1.5**	**0.3**	**0.2**	**56.8**
Southeast Region	**15,535**	**1.0**	**0.2**	**0.1**	**0.0**	**5.5**	**3.3**	**23.4**	**12.2**	**30.5**	**8.7**	**11.9**	**1.7**	**1.3**	**0.1**	**0.1**	**54.3**
Bladen	409	1.5	0.0	0.0	0.0	10.0	7.8	35.9	12.0	23.2	2.7	5.9	0.2	0.5	0.2	0.0	32.8
Brunswick	620	0.2	0.0	0.0	0.0	2.7	2.1	17.9	15.6	31.9	7.6	17.7	2.1	1.9	0.2	0.0	61.5
Carteret	663	1.8	0.5	0.0	0.0	5.4	2.4	19.6	14.0	27.1	11.3	14.6	2.0	1.1	0.2	0.0	56.3
School of Maritime Studies**	13	7.7	0.0	0.0	0.0	23.1	7.7	38.5	23.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Columbus	545	0.4	0.2	0.0	0.0	2.9	3.1	19.8	11.6	32.5	9.0	18.2	1.7	0.7	0.0	0.0	62.0
Whiteville City	170	0.6	0.0	0.0	0.0	0.0	1.2	7.1	15.9	38.2	16.5	14.1	4.1	2.4	0.0	0.0	75.3
Craven	1,015	1.0	0.1	0.0	0.0	6.4	4.0	19.3	12.7	28.1	8.9	14.6	1.9	2.2	0.6	0.3	56.5
Cumberland	3,362	1.2	0.1	0.1	0.0	4.3	2.2	20.3	13.8	34.2	10.3	10.6	1.8	0.9	0.1	0.1	57.9
Duplin	494	0.6	0.0	0.0	0.0	1.4	3.4	24.5	13.4	38.7	7.9	9.7	0.0	0.4	0.0	0.0	56.7
Greene	206	1.5	0.0	0.0	0.0	10.7	1.5	39.8	4.4	33.5	1.0	7.3	0.0	0.5	0.0	0.0	42.2
Jones	132	0.8	0.0	0.0	0.0	6.8	6.8	42.4	22.0	17.4	3.0	0.8	0.0	0.0	0.0	0.0	21.2
Lenoir	862	0.1	0.2	0.1	0.0	3.8	3.1	23.8	9.6	32.9	10.2	13.1	1.6	1.3	0.0	0.0	59.2
New Hanover	1,500	0.2	0.3	0.1	0.0	2.6	1.1	17.2	7.6	34.1	10.3	19.6	3.1	3.3	0.1	0.3	70.9
Onslow	1,552	0.6	0.2	0.1	0.0	4.5	3.5	20.7	13.0	30.5	10.4	13.5	1.9	1.0	0.1	0.1	57.5
Pamlico	169	7.7	0.6	0.0	0.0	12.4	4.1	36.1	11.8	23.1	3.0	1.2	0.0	0.0	0.0	0.0	27.2
Pender	393	0.0	0.0	0.0	0.0	1.5	1.5	24.2	8.9	36.9	8.7	13.2	1.8	3.1	0.0	0.3	63.9
Robeson	1,487	1.4	0.7	0.6	0.0	10.6	5.8	34.3	12.2	21.7	5.8	5.2	1.2	0.4	0.0	0.1	34.4
Sampson	486	0.0	0.2	0.0	0.0	5.8	3.3	25.9	13.4	30.7	7.2	9.5	1.6	2.5	0.0	0.0	51.4
Clinton City	160	0.0	0.0	0.0	0.0	3.8	2.5	21.9	17.5	33.8	8.1	12.5	0.0	0.0	0.0	0.0	54.4
Wayne	1,295	1.6	0.1	0.1	0.0	9.7	5.8	29.2	10.3	25.2	6.9	8.7	1.2	0.9	0.2	0.0	43.2
Change For Youth**	7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Notes: † The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 5f. North Carolina Testing Program
Annual English II Assessment, 1998-99
Score Point Distribution and Percent of Students at or above 3.0, by LEA
Central Region

	NUMBER TESTED	PERCENTAGE															
		off topic	blank	unreadable	0.0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	3.0 or above†
State	**81,563**	**1.1**	**0.2**	**0.2**	**0.0**	**5.3**	**3.0**	**21.2**	**12.1**	**30.3**	**9.7**	**12.6**	**2.1**	**1.5**	**0.3**	**0.2**	**56.8**
Central Region	**23,238**	**1.1**	**0.2**	**0.1**	**0.0**	**5.2**	**2.9**	**19.9**	**12.4**	**29.9**	**10.7**	**12.7**	**2.5**	**1.7**	**0.3**	**0.2**	**58.1**
Alamance-Burlington	1,269	0.8	0.0	0.5	0.2	6.3	1.2	23.8	11.0	32.1	8.5	12.1	1.7	1.7	0.2	0.1	56.3
Lakeside School**	7	0.0	0.0	0.0	0.0	85.7	0.0	14.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
River Mill Charter**	15	6.7	0.0	0.0	0.0	33.3	6.7	46.7	0.0	6.7	0.0	0.0	0.0	0.0	0.0	0.0	6.7
Caswell	284	6.3	0.4	0.0	0.0	7.4	3.5	34.2	15.1	22.9	6.7	2.5	1.1	0.0	0.0	0.0	33.1
Chatham	435	0.2	0.0	0.0	0.0	1.8	2.8	19.8	9.7	38.4	10.1	13.6	1.4	1.8	0.2	0.2	65.7
Woods Charter**	14	7.1	0.0	0.0	0.0	7.1	0.0	0.0	7.1	28.6	0.0	21.4	21.4	0.0	0.0	7.1	78.6
Durham	1,798	2.7	0.2	0.4	0.0	7.8	3.5	28.1	10.3	30.1	6.7	7.7	1.6	0.8	0.1	0.1	47.1
Franklin	413	1.0	0.5	0.0	0.0	1.7	2.7	21.8	24.9	32.0	7.5	6.1	1.5	0.5	0.0	0.0	47.5
Granville	451	1.6	0.9	0.4	0.0	8.0	4.7	19.7	17.5	25.9	11.8	7.5	1.1	0.9	0.0	0.0	47.2
Guilford	3,853	0.9	0.4	0.0	0.0	6.1	3.1	19.7	13.2	30.1	9.6	11.5	2.9	1.8	0.3	0.5	56.6
Harnett	922	0.7	0.2	0.1	0.0	6.4	2.7	19.1	9.3	29.8	10.4	16.5	2.6	1.6	0.3	0.2	61.5
Johnston	1,171	1.5	0.4	0.3	0.1	5.1	2.6	23.0	12.6	31.7	9.4	10.3	1.6	1.1	0.1	0.2	54.4
Lee	555	1.3	0.0	0.4	0.0	5.2	4.0	17.3	11.2	31.5	11.7	14.1	2.2	0.9	0.2	0.2	60.7
Nash-Rocky Mount	1,197	1.7	0.1	0.1	0.0	7.4	4.2	22.6	15.3	24.6	8.3	12.1	1.9	1.3	0.3	0.3	48.7
Orange	397	0.5	0.0	0.5	0.0	6.8	3.0	31.5	18.9	30.0	5.0	3.3	0.3	0.3	0.0	0.0	38.8
Chapel Hill-Carrboro City	628	0.6	0.3	0.6	0.0	3.2	1.1	11.6	6.8	25.0	14.2	19.4	6.8	6.8	1.6	1.8	75.6
School in Community**	11	9.1	27.3	0.0	0.0	45.5	9.1	0.0	0.0	0.0	9.1	0.0	0.0	0.0	0.0	0.0	9.1
New Century School**	22	9.1	4.5	0.0	0.0	9.1	13.6	36.4	9.1	18.2	0.0	0.0	0.0	0.0	0.0	0.0	18.2
Person	392	0.8	0.3	0.0	0.0	7.9	4.3	25.5	9.4	33.2	4.3	11.0	1.0	1.8	0.0	0.5	51.8
Randolph	1,014	1.4	0.2	0.0	0.0	4.4	3.0	20.7	12.9	33.9	10.9	10.9	1.2	0.4	0.0	0.0	56.6
Asheboro City	242	0.8	0.0	0.0	0.0	1.7	5.4	21.1	14.5	28.9	10.7	14.0	2.1	0.8	0.0	0.0	56.6
Rockingham	875	0.1	0.0	0.0	0.0	1.3	1.3	15.2	12.1	29.6	14.6	20.0	3.0	2.1	0.6	0.2	70.1
Vance	439	1.8	0.7	0.0	0.0	7.1	5.2	27.6	13.2	31.2	6.4	6.2	0.0	0.5	0.2	0.0	44.4
Wake	5,760	0.6	0.2	0.0	0.0	3.2	2.4	13.2	11.4	29.4	15.5	17.4	3.9	2.4	0.4	0.1	69.1
J.H. Baker Jr High**	6	16.7	0.0	0.0	0.0	16.7	0.0	50.0	0.0	16.7	0.0	0.0	0.0	0.0	0.0	0.0	16.7
Warren	248	2.4	0.4	0.0	0.0	8.1	8.1	34.3	16.5	20.2	4.4	4.4	0.8	0.4	0.0	0.0	30.2
Wilson	820	1.0	0.1	0.0	0.0	5.4	2.6	24.1	15.4	34.5	6.8	8.2	1.0	0.7	0.2	0.0	51.5

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Notes: † The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested.
*Data not reported where Number Tested is fewer than five. The numbers have been rounded to the nearest tenth.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

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Table 6a. North Carolina Testing Program
Annual English II Assessment, 1998-99
Percent of Students at or above 3.0, by Ethnicity and LEA
Western Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	3.0 or above†	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above
State	81,563	56.8	1,262	41.1	1,389	59.1	22,459	38.8	1,493	47.3	1,145	55.5	52,738	65.2
Western Region	6,482	63.1	75	56.0	41	68.3	413	38.5	73	58.9	55	52.7	5,775	65.0
Buncombe	1,695	68.8	9	66.7	20	75.0	80	56.3	26	80.8	21	66.7	1,521	69.4
Asheville City	305	51.1	2	*	2	*	97	24.7	12	41.7	2	*	187	64.7
Cherokee	246	53.7	3	*	1	*	0	*	4	*	2	*	233	54.1
Clay	90	42.2	0	*	0	*	0	*	0	*	0	*	90	42.2
Graham	74	67.6	9	77.8	0	*	0	*	0	*	1	*	64	67.2
Haywood	493	63.7	1	*	0	*	11	27.3	4	*	2	*	473	64.5
Henderson	799	62.2	2	*	7	57.1	46	23.9	11	36.4	7	28.6	720	65.4
Jackson	282	65.2	19	57.9	1	*	5	20.0	1	*	3	*	253	66.8
Macon	291	61.2	0	*	2	*	5	20.0	2	*	1	*	278	62.2
Madison	144	54.2	0	*	0	*	1	*	0	*	1	*	141	53.9
McDowell	444	50.1	0	*	8	37.5	22	45.5	1	*	3	*	408	52.2
Mitchell	162	55.6	0	*	0	*	0	*	1	*	1	*	158	55.1
Polk	139	62.6	1	*	0	*	13	53.8	3	*	2	*	119	63.9
Rutherford	684	59.6	0	*	0	*	107	37.4	5	40.0	0	*	567	64.2
Swain	138	71.0	27	44.4	0	*	1	*	2	*	5	60.0	102	78.4
Transylvania	327	73.1	2	*	0	*	22	63.6	0	*	4	*	296	73.6
Yancey	169	85.8	0	*	0	*	3	*	1	*	0	*	165	85.5

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Notes: †The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 6b. North Carolina Testing Program
Annual English II Assessment, 1998-99
Percent of Students at or above 3.0, by Ethnicity and LEA
Northwest Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	3.0 or above†	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above
State	81,563	56.8	1,262	41.1	1,389	59.1	22,459	38.8	1,493	47.3	1,145	55.5	52,738	65.2
Northwest Region	12,619	60.2	32	53.1	260	49.2	1,760	40.4	195	40.5	95	42.1	10,176	64.6
Alexander	314	64.0	0	*	8	50.0	19	36.8	3	*	1	*	281	67.3
Alleghany	106	39.6	0	*	0	*	0	*	3	*	0	*	103	40.8
Ashe	242	70.7	0	*	0	*	2	*	1	*	0	*	239	70.3
Avery	169	70.4	1	*	0	*	0	*	1	*	0	*	167	70.7
Grandfather Academy**	5	0.0	0	*	0	*	1	*	0	*	0	*	4	*
Burke	870	62.6	3	*	83	45.8	61	41.0	16	56.3	9	55.6	695	66.9
Caldwell	771	63.6	3	*	4	*	55	47.3	6	33.3	7	71.4	695	65.2
Catawba	1,071	58.2	4	*	53	45.3	62	50.0	21	42.9	9	44.4	917	60.1
Hickory City	295	65.8	1	*	23	43.5	63	33.3	8	37.5	1	*	195	80.0
Newton-Conover City	204	56.4	0	*	10	60.0	38	47.4	5	60.0	1	*	148	58.1
Davidson	1,242	62.9	4	*	7	85.7	23	56.5	12	58.3	5	20.0	1,165	63.3
Lexington City	146	66.4	1	*	11	63.6	67	55.2	3	*	3	*	60	81.7
Thomasville City	119	34.5	1	*	0	*	55	21.8	6	0.0	0	*	56	51.8
Davie	371	73.9	0	*	3	*	29	58.6	4	*	4	*	328	75.6
Winston-Salem/Forsyth	2,704	62.3	6	66.7	21	71.4	888	42.8	36	50.0	34	47.1	1,691	73.3
Eft Academy**	10	0.0	0	*	0	*	9	0.0	0	*	0	*	1	*
Iredell-Statesville	1,014	52.7	2	*	20	25.0	209	27.3	14	21.4	5	20.0	758	61.3
Mooresville City	238	56.7	0	*	6	83.3	38	26.3	3	*	2	*	187	63.1
Stokes	509	36.9	2	*	2	*	25	24.0	7	14.3	0	*	466	38.4
Surry	529	61.6	0	*	0	*	29	34.5	14	42.9	3	*	480	64.0
Elkin City	84	77.4	0	*	0	*	4	*	1	*	0	*	77	79.2
Mount Airy City	132	89.4	1	*	6	33.3	12	66.7	1	*	1	*	111	94.6
Watauga	362	61.6	2	*	2	*	3	*	3	*	4	*	346	62.7
Wilkes	729	56.0	1	*	1	*	47	40.4	9	22.2	3	*	666	58.0
Yadkin	383	57.7	0	*	0	*	21	42.9	18	33.3	3	*	340	60.6

Notes. † The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

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Table 6c. North Carolina Testing Program
Annual English II Assessment, 1998-99
Percent of Students at or above 3.0, by Ethnicity and LEA
Southwest Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	3.0 or above†	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above
State	**81,563**	**56.8**	**1,262**	**41.1**	**1,389**	**59.1**	**22,459**	**38.8**	**1,493**	**47.3**	**1,145**	**55.5**	**52,738**	**65.2**
Southwest Region	**17,743**	**55.7**	**169**	**30.8**	**434**	**56.2**	**5,102**	**35.6**	**307**	**44.3**	**199**	**56.8**	**11,325**	**65.5**
Anson	295	36.6	0	*	1	*	185	25.9	0	*	2	*	103	56.3
Cabarrus	1,220	61.3	5	80.0	11	72.7	141	36.9	20	40.0	8	50.0	1,022	65.0
Kannapolis City	283	56.5	0	*	6	33.3	93	44.1	4	*	4	*	174	64.4
Cleveland	594	62.8	1	*	1	*	120	46.7	5	40.0	1	*	465	67.1
Kings Mountain City	275	60.7	0	*	7	85.7	79	34.2	1	*	4	*	183	71.6
Shelby City	184	63.6	0	*	3	*	83	45.8	0	*	4	*	94	76.6
Gaston	1,929	61.3	7	28.6	38	52.6	368	42.1	18	77.8	15	66.7	1,472	66.2
Hoke	402	25.1	45	15.6	2	*	203	14.8	4	*	10	50.0	122	43.4
Lincoln	718	52.4	3	*	4	*	66	27.3	19	47.4	8	75.0	611	54.7
Charlotte-Mecklenburg	6,496	55.8	31	45.2	300	53.0	2,463	35.8	133	45.2	106	54.7	3,317	71.8
Kennedy Charter**	2	*	0	*	0	*	2	*	0	*	0	*	0	*
Montgomery	284	36.3	0	*	6	66.7	89	20.2	7	14.3	0	*	179	43.6
Moore	721	63.5	9	55.6	4	*	176	43.2	14	57.1	8	50.0	507	70.8
Richmond	556	57.0	11	36.4	9	66.7	241	46.5	3	*	2	*	286	66.1
Rowan-Salisbury	1,345	47.1	3	*	14	35.7	234	27.4	25	44.0	8	50.0	1,049	52.0
Scotland	449	32.7	45	17.8	2	*	206	22.8	2	*	1	*	190	46.8
Laurinburg**	15	0.0	0	*	0	*	15	0.0	0	*	0	*	0	*
Stanly	678	62.2	3	*	21	76.2	117	52.1	5	40.0	5	60.0	521	64.1
Union	1,307	64.6	6	66.7	5	60.0	221	41.2	25	28.0	13	61.5	1,030	70.6

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Notes: † The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 6d. North Carolina Testing Program
Annual English II Assessment, 1998-99
Percent of Students at or above 3.0, by Ethnicity and LEA
Northeast Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	3.0 or above †	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above
State	81,563	56.8	1,262	41.1	1,389	59.1	22,459	38.8	1,493	47.3	1,145	55.5	52,738	65.2
Northeast Region	5,946	47.6	54	63.0	31	64.5	2,943	36.2	50	48.0	51	52.9	2,750	59.3
Beaufort	519	42.8	2	*	1	*	219	24.2	7	28.6	2	*	284	57.0
Bertie	295	47.5	0	*	0	*	248	44.8	0	*	3	*	37	62.2
Camden	82	39.0	1	*	1	*	14	14.3	0	*	1	*	65	43.1
Edenton/Chowan	183	63.4	0	*	0	*	98	58.2	2	*	0	*	81	69.1
Currituck	221	49.3	1	*	1	*	21	42.9	3	*	2	*	192	49.0
Dare	329	67.8	1	*	1	*	20	60.0	7	28.6	1	*	299	69.2
Edgecombe	540	55.2	0	*	0	*	321	48.6	9	66.7	1	*	208	65.4
Gates	140	40.0	0	*	0	*	73	27.4	0	*	1	*	64	53.1
Halifax	418	38.8	36	58.3	0	*	361	35.7	1	*	7	57.1	11	72.7
Roanoke Rapids City	203	60.1	1	*	7	71.4	34	41.2	4	*	1	*	153	62.7
Weldon City	69	21.7	0	*	0	*	64	21.9	0	*	2	*	3	*
Hertford	278	46.0	2	*	0	*	202	37.1	1	*	6	50.0	63	69.8
Hyde	63	33.3	0	*	0	*	22	22.7	0	*	1	*	40	37.5
Martin	324	46.3	0	*	1	*	151	32.5	2	*	1	*	167	59.3
Northampton	252	44.4	3	*	0	*	207	40.1	0	*	0	*	40	67.5
Elizabeth City/Pasquotank	408	45.1	1	*	2	*	186	33.9	4	*	4	*	203	53.2
Perquimans	123	31.7	0	*	0	*	46	15.2	0	*	2	*	73	42.5
Pitt	1,237	50.4	6	83.3	15	73.3	480	34.8	10	30.0	12	33.3	690	61.3
Right Step**	16	25.0	0	*	0	*	16	25.0	0	*	0	*	0	*
Tyrrell	58	55.2	0	*	1	*	30	46.7	0	*	0	*	26	65.4
Washington	188	23.4	0	*	1	*	130	16.2	0	*	4	*	51	41.2

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Notes: † The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 6e. North Carolina Testing Program
Annual English II Assessment, 1998-99
Percent of Students at or above 3.0, by Ethnicity and LEA
Southeast Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	3.0 or above†	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above
State	**81,563**	**56.8**	**1,262**	**41.1**	**1,389**	**59.1**	**22,459**	**38.8**	**1,493**	**47.3**	**1,145**	**55.5**	**52,738**	**65.2**
Southeast Region	**15,535**	**54.3**	**820**	**39.0**	**135**	**60.0**	**5,363**	**41.6**	**418**	**52.6**	**376**	**55.1**	**8,153**	**64.2**
Bladen	409	32.8	5	60.0	2	*	194	18.6	2	*	1	*	201	45.8
Brunswick	620	61.5	3	*	3	*	157	49.0	7	42.9	3	*	443	65.9
Carteret	663	56.3	5	40.0	3	*	74	31.1	8	87.5	5	40.0	562	59.6
School of Maritime Studies**	13	0.0	1	*	0	*	3	*	0	*	0	*	9	0.0
Columbus	545	62.0	35	68.6	0	*	229	50.7	2	*	0	*	278	70.9
Whiteville City	170	75.3	1	*	0	*	65	64.6	1	*	0	*	101	82.2
Craven	1,015	56.5	8	37.5	6	50.0	345	40.6	25	56.0	12	58.3	605	65.3
Cumberland	3,362	57.9	77	49.4	41	58.5	1,390	47.4	188	56.4	166	66.3	1,390	68.3
Duplin	494	56.7	0	*	1	*	190	50.0	22	63.6	4	*	273	60.4
Greene	206	42.2	0	*	0	*	112	39.3	7	28.6	1	*	85	48.2
Jones	132	21.2	2	*	0	*	69	13.0	0	*	0	*	61	31.1
Lenoir	862	59.2	5	80.0	6	33.3	435	47.1	10	30.0	11	54.5	382	74.6
New Hanover	1,500	70.9	13	69.2	10	90.0	350	52.3	13	69.2	25	52.0	1,071	77.0
Onslow	1,552	57.5	8	62.5	28	60.7	343	50.7	55	54.5	80	55.0	991	60.4
Pamlico	169	27.2	1	*	0	*	76	14.5	1	*	2	*	89	38.2
Pender	393	63.9	1	*	2	*	117	51.3	4	*	3	*	262	69.8
Robeson	1,487	34.4	644	34.3	12	58.3	437	25.6	11	27.3	21	19.0	349	46.4
Sampson	486	51.4	3	*	0	*	188	42.6	19	36.8	7	28.6	268	[illegible]7
Clinton City	160	54.4	8	62.5	1	*	67	40.3	6	66.7	2	*	70	65.7
Wayne	1,295	43.2	0	*	20	65.0	522	26.4	17	37.8	33	36.4	661	56.9
Change For Youth**	2	*	0	*	0	*	0	*	0	*	0	*	2	*

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Notes: † The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

Table 6f. North Carolina Testing Program
Annual English II Assessment, 1998-99
Percent of Students at or above 3.0, by Ethnicity and LEA
Central Region

	All Students		American Indian		Asian		Black		Hispanic		Multi-racial		White	
	NUMBER TESTED	3.0 or above †	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above	NUMBER TESTED	3.0 or above
State	**81,563**	**56.8**	**1,262**	**41.1**	**1,389**	**59.1**	**22,459**	**38.8**	**1,493**	**47.3**	**1,145**	**55.5**	**52,738**	**65.2**
Central Region	**23,238**	**58.1**	**112**	**48.2**	**488**	**65.6**	**6,878**	**39.6**	**450**	**45.3**	**369**	**59.6**	**14,559**	**67.1**
Alamance-Burlington	1,269	56.3	2	*	14	50.0	275	37.8	35	51.4	7	42.9	924	62.2
Lakeside School**	7	0.0	0	*	0	*	4	*	0	*	0	*	3	*
River Mill Charter**	15	6.7	0	*	0	*	0	*	0	*	1	*	14	7.1
Caswell	284	33.1	1	*	1	*	147	23.8	4	*	1	*	128	44.5
Chatham	435	65.7	1	*	2	*	100	51.0	12	16.7	4	*	313	72.2
Woods Charter**	14	78.6	0	*	0	*	1	*	0	*	0	*	13	84.6
Durham	1,798	47.1	7	14.3	43	69.8	865	28.7	32	43.8	46	54.3	775	65.9
Franklin	413	47.5	4	*	0	*	165	36.4	2	*	8	62.5	231	54.1
Granville	451	47.2	0	*	4	*	145	40.7	3	*	4	*	290	51.7
Guilford	3,853	56.6	16	25.0	142	48.6	1,306	40.4	46	45.7	70	61.4	2,212	67.1
Harnett	922	61.5	13	53.8	8	87.5	264	45.5	18	55.6	20	55.0	585	69.9
Johnston	1,171	54.4	4	*	1	*	233	38.2	38	31.6	9	44.4	874	59.8
Lee	555	60.7	1	*	5	40.0	152	44.7	36	44.4	6	50.0	352	69.9
Nash-Rocky Mount	1,197	48.7	5	20.0	9	55.6	577	34.8	18	27.8	10	80.0	560	63.0
Orange	397	38.8	1	*	1	*	82	23.2	2	*	1	*	307	43.6
Chapel Hill-Carrboro City	628	75.6	1	*	30	90.0	88	40.9	16	56.3	19	73.7	454	82.4
School in Community**	11	9.1	0	*	1	*	8	0.0	0	*	1	*	1	*
New Century School**	22	18.2	1	*	1	*	2	*	0	*	1	*	15	6.7
Person	392	51.8	1	*	0	*	130	40.8	8	37.5	2	*	247	59.5
Randolph	1,014	57.4	4	*	7	*	51	51.0	18	44.4	4	*	930	57.8
Asheboro City	242	56.6	2	*	3	*	48	31.3	14	21.4	5	100.0	169	65.1
Rockingham	875	70.1	4	*	8	100.0	208	63.5	8	50.0	7	57.1	635	72.0
Vance	439	44.4	1	*	2	*	255	37.6	2	*	1	*	172	54.7
Wake	5,760	69.1	27	63.0	204	75.5	1,222	49.3	126	57.1	135	62.2	3,885	75.8
J.H. Baker Jr High**	6	16.7	0	*	0	*	5	20.0	0	*	0	*	1	*
Warren	248	30.2	13	30.8	0	*	172	27.9	0	*	1	*	58	37.9
Wilson	820	51.5	3	*	7	14.3	373	35.9	12	50.0	6	50.0	411	66.9

Notes: † The Accountability Standard formula is the sum of students scoring 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0 divided by the total number tested. The numbers have been rounded to the nearest tenth.
*Data not reported where Number Tested is fewer than five. The ethnic categories may not sum to All Students Number Tested because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete name can be found in the Appendix.

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Appendix

Learning to write is an important educational goal for all North Carolina students. Measuring the skills involved takes time and thoughtful judgment. Students were given approximately 50 minutes to write about a given topic. Each paper was scored by two carefully trained, experienced readers. The scores reported below represent their combined judgment of this sample of the student's writing. Proficiency for this assessment is a score of 2.5 or greater. Space is provided for this student's teacher to give additional information about other writing skills observed during the year.

The composition score shows how well this student expressed an idea without penalty for spelling or grammar. The second score is for English conventions and does represent a measure of this student's ability to use correct English.

WRITING SKILLS MEASURED	SCORE	EXPLANATION
Composing Skills (Communicating an Idea)*		
• Having a main idea		
• Providing supporting detail		
• Showing organization		
• Using coherence techniques		
Conventions (Using Correct English)*		
• Using complete sentences		
• Using appropriate forms of words		
• Using standard mechanics (punctuation, capitalization)		
• Using correct spelling		

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* A FURTHER EXPLANATION OF THE TESTING AND SCORING MAY BE FOUND ON THE BACK OF THIS REPORT

TEACHER COMMENTS:

I have reviewed this report and have made additional comments where necessary. Please, do not hesitate to contact me for a more detailed explanation of the scores or further assistance in this matter.

SIGNED _____

This page describes the actual prompt given to students and the rules used for scoring it. The examples show strong and weak performance by North Carolina fourth graders. After the prompt was given to students by the teacher, students were given about fifty minutes to complete their writing. This year's prompt was:

> Think about a time when something happened that made you very happy. Write a story about what happened that made you very happy.

EXPLANATION OF SCORING RULES FOR GRADE FOUR

Specific standards for each skill were established, and student papers were found that met the various levels shown by the score points. Each teacher has a complete copy of the scoring guide used this year and can share it with you. The following is a brief summary of the skills and score points for the narrative composition.

COMPOSING SKILLS (Ability to Communicate An Idea)

MAIN IDEA. The student identifies the event and focuses the writing.

SUPPORTING DETAILS. The student provides sufficient elaboration to develop an overall impression.

ORGANIZATION. The student establishes a plan or strategy with a beginning, development, and ending.

COHERENCE. The student establishes relationships between and among the parts so that the writing flows smoothly from idea to idea.

SCORE POINTS

4 = The paper shows a strong command of narrative writing (consistent focus, elaborated detail, effective sequencing of events, clear strategy, completeness, and unity of ideas).

3 = The paper shows a reasonable command of narrative writing (focus, sufficient detail, reasonable sense of progression and sequencing, and general coherence).

2 = The paper is a narrative but may show some drift from the focus, bare details that are elaborated, and some sense of development, flow, and sequencing.

1 = The paper shows the prompt has been read, and an attempt to respond has been made (little or no focus, few details, sparse, no clear plan, or a lack of sequencing).

NS = The paper is illegible or otherwise nonscorable (blank paper, restatements of the prompt, responses not on topic, or written in a foreign language).

CONVENTIONS (Ability to Use Correct English)

SENTENCE FORMATION. The student consistently writes complete sentences. (Errors could include run-on sentences or sentence fragments.)

USAGE. The student properly selects words and grammatical forms. (Errors could include pronoun errors, verb errors, subject-verb agreement errors, and errors in using negatives.)

MECHANICS. The student uses correct language mechanics. (Errors could include punctuation and capitalization.)

SPELLING. The student uses correct spelling.

SCORE POINTS

+ = The paper exhibits a reasonable and acceptable level of skills in sentence formation, usage, mechanics, and spelling.

- = The paper does not show a reasonable and acceptable level of skills in sentence formation, usage, mechanics, and spelling.

+ - = The paper is marginal in demonstrating a reasonable level of skills using correct English.

4 **SAMPLE 1** (+)

Write the final copy of your story here: Green Eggs

"Mom," I eagerly yelled up the stairs. "It's time to go to Uganda."
"I'll be down in a minute," she said. I waited it seemed and got in the car to wait. About five minutes later she came down the stairs and got the keys. She walked quickly to the car, opened the door, and got in. She turned her head around and said "Is you have everything." "I'll forget the egg maker," I sweetly answered. She started the car and we were on our way.

When we arrived at the field I quickly hopped out of the car and got in line for my station while my mom parked the car. By the time, my mom caught up to me I had already registered and got my number. My strong and I walked over to the area where Coyote Butte held. Williams arrived at the field by the time I did. He was looking for my friend Derek who said he would not come. Right away I told him the good news. He was finding on the ground. I walked over to him leaving my mom on the sidelines. He took it slowly. I asked him "Hey do you want to stand with me," he asked? "Sure, I replied feeling a lot better about it. Minutes like each. The Yeddins arrived and Coyote started. The first thing we did so that good, it finished 3 overall. Next we started passing from that. I call Coyote 2 that we went against each other one on one. I had a record of 4-0 and 0, in other words I won all 4 games. Last we did a full field scrimmage. The only played one of fullback. Yellin Coyote were gone be called warm, and explained how we would have if we made the team.

That night I went to bed feeling confident. The next morning I woke up with the ring of the phone it picked up the phone, it had made the team. As long as I live I will never forget the day it made the Green Eggs.

1 **SAMPLE 2** (−)

Write the final copy of your story here:

One very cold winter day in 1995 I was walking home from school. I saw my horse but all of the lights were off all except one but when I saw it it went out. That made me wonder. Finally I got there. It seemed like it took me three years to get there. I opened the door slowly. My sisters and brother Ashley, Michele, and Kenneth got my mom ready that "Ugly" said. Acaten I yelled. "Why?" "It scared me". I was very and I mean very happy.

GUIDE TO SCORES ON SAMPLE PAPERS

4 Scores on ability to communicate an idea are shown in boxes.

(+) Scores on ability to use correct English are shown in ovals.

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Writing, Grades 4 and 7

Learning to write is an important educational goal for all North Carolina students. Measuring the skills involved takes time and thoughtful judgment. Students were given approximately 50 minutes to write about a given topic. Each paper was scored by two carefully trained, experienced readers. The scores reported below represent their combined judgment of this sample of the student's writing. Proficiency for this assessment is a score of 2.5 or greater. Space is provided for this student's teacher to give additional information about other writing skills observed during the year.

The composition score shows how well this student expressed an idea without penalty for spelling or grammar. The second score is for English conventions and does represent a measure of this student's ability to use correct English.

WRITING SKILLS MEASURED	SCORE	EXPLANATION
Composing Skills (Communicating an Idea)*		
• Having a main idea • Providing supporting detail • Showing organization • Using coherence techniques		
Conventions (Using Correct English)*		
• Using complete sentences • Using appropriate forms of words • Using standard mechanics (punctuation, capitalization) • Using correct spelling		

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* A FURTHER EXPLANATION OF THE TESTING AND SCORING MAY BE FOUND ON THE BACK OF THIS REPORT

TEACHER COMMENTS:

160

I have reviewed this report and have made additional comments where necessary. Please, do not hesitate to contact me for a more detailed explanation of the scores or further assistance in this matter.

SIGNED 161

This page describes the actual prompt given to students and the rules used for scoring it. The examples show strong and weak performance by North Carolina seventh graders. After the prompt was given to students by the teacher, students were given about fifty minutes to complete their writing. This year's prompt was:

> Think about your favorite day of the week. Name your favorite day of the week and explain why it is your favorite.

EXPLANATION OF SCORING RULES FOR GRADE SEVEN

Specific standards for each skill were established, and student papers were found that met the various levels shown by the score points. Each teacher has a complete copy of the scoring guide used this year and can share it with you. The following is a brief summary of the skills and score points for the expository composition.

COMPOSING SKILLS (Ability to Communicate An Idea)

MAIN IDEA. The student identifies the subject matter and focuses the writing.

SUPPORTING DETAILS. The student provides sufficient reason to explain or clarify his/her position or relationship to the subject matter.

ORGANIZATION. The student establishes a plan or strategy with a beginning, development, and ending.

COHERENCE. The student establishes relationships between and among the ideas, causes, and/or statements in the composition so that the writing progresses smoothly from idea to idea.

SCORE POINTS

4 = The paper shows a strong command of expository writing (a clear focus on the subject matter with appropriately and effectively elaborated reasons to explain and support the subject matter). There is a logical progression and overall coherence.

3 = The paper shows a reasonable command of expository writing (a focus on the subject matter with reasons and details to explain and support the subject matter). There is a sense of overall progression. Minor weaknesses are present.

2 = The paper exhibits a weak command of expository writing (a focus on the subject matter may be weak, organization may be poor, or elaboration may be sparse). The reader may have to make inferences.

1 = The paper exhibits a lack of command of expository writing (an attempt to respond to the prompt, but focus, elaboration and/or strategy may not be sustained).

NS = The paper is illegible or otherwise nonscorable (blank paper, restatements of the prompt, responses not on topic, or written in a foreign language).

CONVENTIONS (Ability to Use Correct English)

SENTENCE FORMATION. The student consistently writes complete sentences. (Errors could include run-on sentences or sentence fragments.)

USAGE. The student properly selects words and grammatical forms. (Errors could include pronoun errors, verb errors, subject-verb agreement errors, and errors in using negatives.)

MECHANICS. The student uses correct language mechanics. (Errors could include punctuation and capitalization.)

SPELLING. The student uses correct spelling.

SCORE POINTS

+ = The paper exhibits a reasonable and acceptable level of skills in sentence formation, usage, mechanics, and spelling.

- = The paper does not show a reasonable and acceptable level of skills in sentence formation, usage, mechanics, and spelling.

+ / - = The paper is marginal in demonstrating a reasonable level of skills using correct English.

4 **SAMPLE 1** (+)

Write the final copy of your paper here.

"Erring," shouts the alarm clock on my bed. "Oh man," I think as I roll over in bed. "I bet it is the one... today is Saturday!" Then I hit the snooze button and go back to sleeping. Sleeping on of the reasons that Saturday is my favorite day of the week. I like my ability to sleep, the special events, and the fact that Saturday lives on me.

On Saturday, I live completely for today. On Monday through Friday, I have to attend school and Sunday brings the torture of church. That makes Saturday the only day I can stay like On Saturday the whole day is mine. I can stay in bed, sleep as much as I desire, all day or get out of bed and do the things that I enjoy. I enjoy the day instead of doing as much as I can. I can like my time and do the things that I enjoy instead of doing the things I'm told, or what my parents or work-ers my tell me to do. This is the main thing I like about Saturday. But I don't like for you to be. As a consequence, I can enjoy a bad back and relaxing and enjoy the various events that occur only on Saturdays.

The special events that Saturdays bring are my favorite parts of the day. Thanks to a project called the TV Theme Live, I can only able to watch Television or play video games on the weekends. Both of the three weekend days, Saturday is the only day that I have the time. During the all the seasons, the majority of my video games come on Saturdays. Saturday is the only day that I have to hang out with my friends and to live for every time one. For example, it would be almost impossible for any mother to take friends each way to take me to my friend Jeremy's house, only to have to take me right back home because it is a Saturday night. However, on Saturdays I can even stay over at his house. Paddle Steal Hudson & also a hyphy. I played soccer on Saturdays only. This is where all the school kids park themselves into a soccer all season at the local "YMCA" and choose to make videos. It's a blast.

The final reason for Saturdays being my favorite day is because of the effect it has on me. It is the only slow, lazy, non rushed day, when I can take the day at my own pace. The lazy day is the only day of the week I can concentrate on work, and my step dynamics. I can take the time to think about all the hustle and bustle that will be occurring during the next week at school. I can then think as a master plan to handle them. This effect helps me to achieve a successful week at school where I can concentrate on work, and my step dynamics.

In conclusion Saturdays is my favorite day of the week, because I can relax, enjoy myself with friends, and feel a rejuvenating effect. It's the only day where I can relax, be lazy, and still experience amazing events.

1 **SAMPLE 2** (-)

Write the final copy of your paper here.

My favorite day of the week is Friday because it's the last day of the week and it's also the weekend. I like it cause children can stay out longer with their friends and don't have to wake up to go to school the next day. There's stuff you can't do during the week some people can play their games or some can watch T.V. On fridays you can sleep over a friend or family's house.

On friday you can go to the skating rink with friends or the movie. Or other kids can stay up later and look on the phone later then your usual time.

GUIDE TO SCORES ON SAMPLE PAPERS

4 Scores on ability to communicate an idea are shown in boxes.

(+) Scores on ability to use correct English are shown in ovals.

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List of Charter Schools

American Renaissance
Arapahoe Charter
Arts & Basics Charter School (ABCS)
Brevard Academy
Bridges
Bright Horizons Academy
Carter Community
Carter G. Woodson School of Challenge
Catawba Valley Academy
Change For Youth
Chatham Charter
Children's Village Academy
Communities in Schools Academy (CIS)
Community Charter School
Dillard Academy
Downtown Middle School
East Wake Academy
East Winston Primary
Englemann School of the Arts and Sciences
Exploris
Francine Delaney New School for Children
Franklin Academy
Grandfather Academy
Harnett Co. Technical
Harnett Early Childhood
Healthy Start Academy
Highland Kindergarten
Imani Institute
John H. Baker, Jr. High
Kennedy Charter
Kestrel Heights
Lake Norman
Lakeside School
Laurinburg
Lift Academy
Lincoln Charter
Magellan Charter
Maureen Joy
NC School of Maritime Studies
New Century School
Nguzo Saba Charter
Orange County Charter
PHASE Academy
Quality Education Academy
Right Step Academy
River Mill Charter
Rocky Mount Charter Public School
Sallie B. Howard School
Sankore School
School in the Community
School of Mathematics, Arts, Sciences, and Technology (MAST)
SPARC Academy
Sterling Montessori Academy
Summit Charter
The Learning Center
Tiller School
Turning Point
United Children's Ability Nook (UCAN)
Village Charter
Wilkes Co. Alternative
Woods Charter

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